

THE DEAF AMERICAN

The National Magazine for all the Deaf

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CSDR STUDENT HAS FEATURE ROLE IN 'LITTLE HOUSE ON THE PRAIRIE'

Alban Branton, left, 17-year-old student at California School for the Deaf at Riverside, is shown on the set of "Little House on the Prairie" with Maury Dexter, director, and Lou Fant, a featured actor. They were shooting for the January 28, 1980, episode, "Silent Promises," about a deaf boy learning to communicate with his father, played by Fant.



JANUARY 1980

The Editor's Page

A Decade in Review

Newspapers and magazines have been presenting their year-end reviews of significant events—and reviews of the past decade, the 1970's. We could come up with a long list of happenings we consider significant, and we are sure our readers could do even better.

For the deaf, the 1970's was a decade of both progress and stability—and without, in our opinion, any major new problems or setbacks.

Some of the highlights, not necessarily in order of importance:

- The VII World Congress of the Deaf in Washington, D.C., in 1975. The National Association of the Deaf hosted this highly successful meeting, with the deaf themselves providing the organizational leadership and working units, especially the volunteers.

- The President's signing the Amendments to the Vocational Rehabilitation Act of 1973 and the eventual—marked with demonstrations—emergence of the regulations for implementation. Section 504 provides the cornerstone for the rights of the deaf.

- Continued growth of interest in sign language and programs. Acceptance has been apparent in all disciplines and walks of life, including national television programs.

- Reservation of Line 21 for closed captioning and preliminary steps toward making encoders and decoders available. We are supposed to get up to 20 hours of national programs before the end of 1980, with the National Captioning Institute operating from bases in the East and the West.

- Expansion of educational opportunities, including several more postsecondary facilities. (Sad note: At the other end of the scale, programs for the low-verbal or low-achieving deaf have been phased out or drastically curtailed.)

- Strengthening of interpreting programs through the Registry of Interpreters for the Deaf—with a boost from the National Interpreter Training Consortium.

- Broadening of operations of Media Services and Captioned Films, with emphasis on television caption-

ing. Noteworthy, also, is the changeover to computer booking of entertainment films toward the end of 1979.

- Mushrooming of teletypewriters or telecommunication devices. Estimates of the number in operation range from 35,000 to 75,000. In some states, lower rates are offered for long distance calls.

- Placement of telecommunications devices in commercial and governmental agencies—local, state and national. Weather reports can be obtained in many localities. Police and fire departments can be contacted; hospitals have installations.

- Establishment of advocacy offices, including the National Center for Law and the Deaf and the NAD's Legal Defense Fund.

- Recognition of the deaf in the arts. The National Theatre of the Deaf has continued its national tours. Local theatrical groups have emerged.

- Growth and increased services provided by the National Association of the Deaf. Regional activities have been significant, as have the leadership training programs. The Midwest Branch Office was opened, with the efforts of the Committee on Services to State Associations providing impetus.

We invite readers to add to the above list, or to provide, in capsule form, their "Ten Highlights of the 1970's for the Deaf." What about nominations for "The Deaf Person of the Decade"?

Decoders and Closed Captioning

Latest information on decoders and closed captioning:

Decoders: Sears, Roebuck & Company will have decoders listed in its Spring 1980 general catalog now being distributed, with a price of \$249.95. Orders cannot be filled until March 15. Sears plans to offer a color TV set with a built in decoder by late summer or early fall for about \$500.

Programs: ABC, NBC and PBS will start showing captioned programs about March 15. ABC and NBC will each have five hours of prime time programs captioned initially. PBS will start with four hours.

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ALBAN BRANTON TO STAR ON NBC'S 'LITTLE HOUSE'

On January 28, 1980, Alban Branton, a high school student from California School for the Deaf, Riverside, will be featured as a guest star in NBC's "Little House on the Prairie." The segment "Silent Promises" also stars Lou Fant as Alban's father. In addition to his guest star role Lou served as consultant and interpreter for the show.

Last October the "Little House" casting director, Susan Sukman, contacted CSDR's drama teacher in search of a young deaf actor. Alban was selected from the school's drama classes to audition for Ms. Sukman and the producers, Michael Landon and Kent McCray. He won the role on the strength of that audition.

It was an exciting experience for 17-year-old Alban to work

with one of the most respected television companies in Hollywood. Five days were spent at the MGM Studios and Ranch then three more days were spent on location in Northern California. By the end of the eight days Alban and Lou had both the cast and crew learning signs. "Melissa Gilbert and the others were very kind to me and made me feel comfortable. I'd like to do this again but television was harder work than I expected." Alban says enthusiastically.

"Silent Promises" is about a young deaf boy and his hearing father who learn to communicate with each other by the determined efforts of Laura, played by Melissa Gilbert. It is a touching story about caring, loving and friendship.

Alban is the son of Mr. and Mrs. Roy Branton of Ontario, California.

THE CAST

Charles Ingalls	Michael Landon
Caroline Ingalls	Karen Grassle
Laura Ingalls	Melissa Gilbert
Daniel Page	Alban Branton
Nathan Page	Lou Fant
Almanzo Wilder	Dean Butler
Eliza Jane Wilder	Lucy Lee Flippin
Writers: Carole and Michael Raschella	

Director: Maury Dexter

DEAN OF THE SCHOOL OF COMMUNICATION

Gallaudet College is a fully accredited, multi-purpose institution of higher education serving the needs of the deaf. Founded in 1864 as an institution authorized to confer liberal arts degrees, the college currently encompasses undergraduate programs for deaf students, graduate programs for training both deaf and hearing students in professional areas which serve deaf people, the Model Secondary School for the Deaf, the Kendall Demonstration Elementary School, and divisions for Research and Public Services. The college is located on a 92-acre campus in Washington, D.C., and it has over 1500 undergraduate and graduate students and 200 faculty members. It is an associate member of the Washington Consortium of Universities. While Gallaudet College is a private, non-profit educational institution, it receives substantial continuing support from the Department of Health, Education, and Welfare.

The newly established School of Communication is a major academic component within Gallaudet College, together with the College of Arts and Sciences and the School of Education and Human Services. The school presently includes departments in Audiology, Communication Arts, Linguistics, Sign Communication and Theatre Arts. A program in Visual Media is in progress. Both graduate and undergraduate degree programs are offered within the school.

Applications are invited for the position of Dean of the School of Communication. Applicants should display evidence of academic leadership, college teaching experience and a record of research, scholarship and professional involvement. An earned doctorate is preferred. Because of the college's mission of serving deaf people, persons who are hearing impaired or possess sign language skills are encouraged to apply. Qualified individuals without these skills must be willing to attend training on campus for learning the Simultaneous Method of communication (sign language combined with speech or lip movements). The position is available July 1, 1980. Academic rank is negotiable, and salary is highly competitive.

Applications should include a letter of interest, vita and the names and addresses of three references. The deadline for receipt of applications is March 1, 1980. All materials should be directed to:

Jerald M. Jordan
Chairman, Search Committee
Gallaudet College
Washington, D.C. 20002

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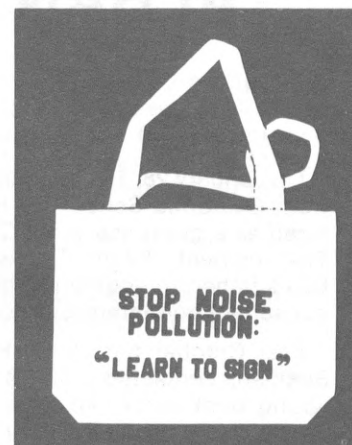
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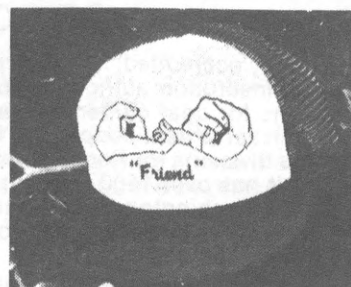


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Survey Of Health Care For Deaf People

By JEROME D. SCHEIN and MARCUS T. DELK¹
Deafness Research & Training Center,² New York University

The purpose of this survey was to elicit directly from deaf adults experiences they have had with health care. This study was conducted to 1) learn about health problems of deaf adults; 2) uncover useful procedures for hospitals and clinics to use with deaf people and 3) elicit attitudes of deaf people which may help or hinder health care.

Procedure

To collect the desired information, a mail survey was conducted with a sample of 212 deaf officers of affiliates of the National Association of the Deaf selected to represent the leadership in state associations throughout the United States. The questionnaires were mailed on February 13, 1978, and responses were received from 128 respondents by March 3 for a response rate of 60 percent—a high response rate for a single mailing.

Description of Respondents

One hundred and twenty-eight deaf leaders returned completed questionnaires. Selected characteristics of these respondents are presented in Table 1. Seventy-seven percent of

TABLE 1
Percent Distribution of Selected Characteristics of 128 Respondents to Survey of Health Care For Deaf People

Characteristics	Percent
Sex	100.0
Male	77.2
Female	22.8
Age (in years)	100.0
20 to 29	10.2
30 to 39	25.2
40 to 49	29.9
50 to 59	27.6
60 and over	7.1
Education (years completed)	100.0
8 or less	0.8
9 to 11	9.4
12	26.8
13 to 15	23.6
16 and more	39.4
Hearing Status	100.0
Deaf	83.6
Hard of Hearing	16.4
Onset of Hearing Loss (in years)	100.0
At Birth	43.8
Under 3	21.9
3 to 5	15.6
6 to 11	15.6
12 to 18	2.3
19 or older	0.8

the respondents to this survey were male and twenty-three percent female. The age of the respondents ranged from 23 to 70 years, with the median being 44 years. The educational attainment of the respondents is high. Over 60 percent of the respondents attended at least one year of college, and approximately 40 percent completed college. Nearly 84 percent of the respondents were deaf³ and the remaining 16 percent hard of hearing. Almost all respondents reported an early onset of hearing loss, with approximately two-thirds reporting prelingual onsets (before 3 years of age).

The majority of respondents rated their manual communication abilities higher than their speech or lipreading abilities. Approximately 50 percent of the respondents rated their speech and lipreading as "excellent" or "good" compared to over 95 percent who rated their manual abilities as "excellent" or "good" (see Table 2).

TABLE 2
Percent Distribution of 128 Respondents' Self-Assessment of Communications Ability, by Selected Modalities

Modalities	All	Rating of Ability				
		Excellent	Good	Fair	Poor	None
Speech	100.0	12.5	37.5	32.8	10.9	6.3
Speechreading	100.0	9.4	38.3	39.8	9.4	3.1
Signing	100.0	68.0	30.5	1.5	0.0	0.0
Reading Signs	100.0	70.9	26.8	1.5	.8	0.0
Fingerspelling	100.0	66.4	31.3	2.3	0.0	0.0
Reading Finger-spelling	100.0	64.8	31.3	2.3	1.6	0.0

Results

Communication in Hospital. The majority of respondents reported that more than one mode of communication was used to convey messages to hospital staff (see Table 3). Deaf

TABLE 3
Percent Distribution of Communication Methods Used by Respondents with Hospital Staff, by Hospital Status

Methods	Hospital Status	
	Outpatient ^a	Inpatient ^a
	(N=112)	(N=95)
Writing	73.2	70.5
Speaking	51.8	56.8
Gesture	8.9	7.4
Interpreter	8.0	6.3
Other	2.7	0.0

^aPercentages do not add to 100.0 because of multiple responses.

respondents reported that when they wanted to communicate a message to the hospital staff, they most often did so by writing. Seventy-three percent of the respondents who had been outpatients and 70 percent of the respondents who had been inpatients reported that writing had been used to convey messages. In addition, 54 percent of the respondents reported using speech to convey messages, 8 percent used gestures and 7 percent made use of interpreters.

When asked how much of the communication they were using was understood by the hospital staff, 71 percent of the respondents who had been outpatients felt that "everything" or "almost everything" they conveyed had been understood. Over 80 percent of the respondents who had been inpatients in a hospital felt the "everything" or "almost everything" they communicated had been understood. Nine percent of the respondents felt that "none" or "very little" of their messages were understood by the hospital staff (see Table 4).

TABLE 4
Percent Distribution of How Much of Communication Used by Respondents Was Understood by Hospital Staff, by Respondents' Hospital Status

Amount of Understanding	Hospital Status	
	Outpatient	Inpatient
	(N=112)	(N=95)
All Responses	100.0	100.0
Everything	35.7	37.6
Almost Everything	35.7	43.0
Some	19.6	12.9
Very Little	6.3	4.3
None	2.7	2.2

When the hospital staff delivered messages to the deaf patients, writing was again the mode most often used (see Table 5). Seventy-six percent of the respondents who had been outpatients and 83 percent of the respondents who had been

TABLE 5
Percent Distribution of Communication Methods Used by Hospital Staff with Deaf Patients, by Respondents' Hospital Status

Methods	Hospital Status	
	Outpatient ^a	Inpatient ^a
	(N=112)	(N=95)
Write	75.9	83.0
Speak	54.5	58.5
Gesture	8.1	9.6
Interpreter	7.1	6.4
Other	2.8	1.1

^aPercentages do not add to 100.0 because of multiple responses.

inpatients reported that the hospital staff wrote notes to convey messages. In addition, approximately 56 percent of the respondents reported that speech was used by the hospital staff to convey messages, about 9 percent gestures and 6.5 percent interpreters.

When asked how much of what the hospital staff said was understood by the respondents, almost 64 percent responded "everything" or "almost everything." Approximately 26 percent reported "some," and 10 percent reported they understood "very little" or "none" of what was said.

TABLE 6
Percent Distribution of How Much Communication Used by Hospital Staff was Understood by Deaf Patients, by Respondents' Hospital Status

Amount of Understanding	Hospital Status	
	Outpatient	Inpatient
	(N=111)	(N=94)
All Responses	100.0	100.0
Everything	27.0	25.5
Almost Everything	35.1	41.5
Some	27.9	22.3
Very little	9.0	10.6

Communication Problems. "Writing notes back and forth" was seen by 21 percent of the respondents as being a communication problem. Other problems which were reported by respondents were "Did not understand what was being said" (16.1 percent); "Communication was mostly guesswork and very sketchy" (14.3 percent); "Hospital staff talked to my relatives but never explained anything to me" (13.4 percent); "Could not use paging system" (10.7 percent); and "Hospital staff did not understand me" (6.3 percent). Table 7 summarizes the responses to communication problems encountered by respondents.

TABLE 7
Percent Distribution of Communication Problems in Health Care Facilities Reported by Deaf Patients

Communication Problem	Percent ^a
Writing notes back and forth became tiring	21.4
Did not understand what was being said	16.1
Communication was mostly guesswork and very sketchy	14.3
Hospital staff talked to my relatives but never explained anything to me	13.4
Could not use bedside paging system	10.7
Hospital staff did not understand me	6.3
Other	22.3

^aPercentages do not add to 100.0 because of multiple responses.

Suggestions for Improving Communication. Respondents were asked to give suggestions for ways of improving communication between deaf patients and hospital staff. Overwhelmingly, respondents reported that "the use of an interpreter" (80.5 percent) would improve communications. Other suggestions included "Hospital staff learning sign language" (57.8 percent); "Having TTYs available"⁴ (57.8 percent); "MEDIC ALERT bracelet (says *I am Deaf*)" (34.4 percent); "Hospital staff speaking clearly and slowly" (30.5 percent). All suggestions reported are displayed in Table 8.

TABLE 8
Percent Distribution of Suggestions Made by Deaf Respondents Which May Improve Communication between Hospital Staff and Themselves

Suggestions	Percent ^a
Use of an interpreter on staff	80.5
Hospital staff learning sign language	57.8
Having TTYs available	57.8
MEDIC ALERT bracelet which says, "I am deaf"	34.4
Hospital staff speaking clearly and slowly	30.5
Other	22.7

^aPercentages do not add to 100.0 because of multiple responses.

Discussion

This mail survey reinforces information we have gathered from interviews with deaf adults. The majority of deaf patients have relied on written communications to and from hospital personnel. Not only is writing more laborious and impersonal, it is also more likely to lead to misunderstandings than sign-language interpretation. For persons deafened in early childhood (more than 80 percent of this sample), proficiency in English, spoken and written, is seriously impaired. Deaf adults average below fourth grade on nationally normed tests of reading ability.

On the other hand, the majority of adults deafened in childhood express confidence in their ability to sign and to read signs. Note that more than 9 out of 10 respondents to this survey rated their proficiency in sign as "good" or "excellent." By contrast, the frequency with which they have encountered interpreters—8 percent or less of the time—is dismaying. No wonder that respondents rated their communication with hospital personnel as unsatisfactory 20 percent or more of the time (see Table 4 and 6). In fact, deaf patients reported that they fail to understand almost one-third of what hospital staff try to convey to them.

By way of remedy, the overwhelming proportion of deaf respondents suggested that communication be by sign—either through use of interpreters or by staff who are proficient signers. The latter suggestion takes no less time than learning any other language. Hospitals may find a substantial commitment by professional staff members to be uneconomical as opposed to the relatively simple matter of calling in an interpreter for those generally rare occasions when a deaf patient is encountered. Approximately 2 persons per 1,000 are deaf, a relatively tiny percentage of the population.

Of course, staff members desiring to learn sign should be encouraged to do so. But they should be aware of the time and effort required to gain skill adequate for communication with a broad spectrum of deaf patients.

Staff members can quickly learn a few signs for emergency purposes. A collection of 150 signs for medical situations will shortly be made available. However, this extremely limited vocabulary can hardly suffice for communication any more than a similarly small vocabulary in any other language. Clearly, fluent communication must be made available. To do without it may jeopardize the patients' health care. Good communication certainly will contribute to the patients' well being and progress toward recovery.

Deaf patients also wish to communicate with their family and friends. The equipment to make telephone communication possible is presently available. Hospitals should purchase such equipment. It will also permit deaf persons to call the hospital for emergencies and for follow-up questions after discharge.

(continued on page 27)

A Barrier Free Environment For Deaf People*

By ALBERT T. PIMENTEL

A keynote address serves as a guide for the conference to follow. It may present issues, point to areas that need discussion, or it can pour oil over the problems and present a smooth, safe course for others to sail through. Because I am a person who lives with deafness and, I presume, I was invited to present a keynote because the committee felt I might have a message to deliver, I will address the topic forthrightly as I see the charge before us.

History provides us with a useful gauge to measure whether progress is being made or if barriers that deaf people face are as formidable as before. Since 50 is as convenient a number as any, and represents an adequately long period of time, let us look back to the year 1928 as a point of reference and departure.

In 1928, deaf people were isolated to an extreme degree. Their means of communication was understood by few people. Few of the professional services that exist today were available then. Deaf people had few opportunities for educational advancement beyond schools for the deaf. Only a small number had an opportunity for a college education, and only one college was available to those who qualified for such an opportunity.

Professionally we seemed to have had a Guild System not unlike those of the Middle Ages. Other professionals and interested members of the community who expressed interest in deafness or deaf people seemed to have been told that the problems of dealing with deaf people were very complex, requiring the services of highly trained educators. The result was to keep the business in the family and, unfortunately, to keep deaf people isolated from greater participation in the general community.

Schools for the deaf were frequently physically and psychologically situated away from society. In many places, high iron fences, usually painted black, surrounded the grounds of the institution. Today, while many of these schools are located in the same place, fortunately the fences have come down. Vastly improved highway systems have made the schools closer to major population areas, and the school programs reach out into the immediate community to a degree which personally encourages me.

Let us get back to history. The deaf population of 1928 consisted of a high percentage of adventitiously deaf persons. This fact makes one wonder all the more about the unnecessary and likely devastating impact that isolation had on these individuals.

Fifty years back, preachers who worked with deaf people appeared to be the advocates of their day. Members of the clergy are often cited in documents as being interpreters in courts and in the community for very special events. Interpreters were not usually available for the ordinary interesting business of life. Frankly, as one reviews the literature, and reads between the lines, it is quite clear that preachers who worked with deaf people were considered pests by school administrators.

Schools for the deaf pioneered in vocational education in this country. For many years, in many places, especially when one considers the industrialized nature of our country and the premium value placed on craftsmanship skills, schools for the deaf were the envy of school systems that did not offer similar vocational training opportunities to hearing students. Somehow we succeeded in transmitting this concept of vocational education in a vacuum, without including the idea that deaf people who studied and succeeded in vocational education could equally well move into society and live effectively among their fellow men.

Most of the above barriers were psychological in nature. Deaf people suffered in self-image as a result of isolation and separation from society. Attitudinal barriers were the norm of the day. The idea that deaf people could or should speak for themselves just did not exist. One cannot really measure 50 years ago using today's standards. What is relevant is to understand the roots of some of the problems that continue to exist today.

Physical barriers are often associated with psychological barriers. The telephone is a good example. The technology for teletypewriters and similar devices existed for 25 to 30 years before a deaf person put together an acoustic coupler to make the system applicable for deaf people. In all of America, considering the millions of dollars devoted to research on hearing aids and speech development instrumentation it is strange to me that no one hearing scientist thought to bring the telephone to deaf people in the practical way that builds on existing normal capabilities:

the use of our eyes to read typed messages and our normal manual dexterity to type messages. Frankly, the historic obsession and myopia of exclusive concentration on finding a way to use the weakened sense of hearing represents a formidable barrier to deaf people. Channeling some of this research into ways in which deaf people can better use their other existing normal senses is an idea whose time can no longer be deferred.

Are we waiting for another deaf man to come along to make hotel rooms safe for deaf people? Do we need a deaf man to invent visual signaling systems to make heavy industrial machinery safe so that deaf people can obtain jobs? Must a deaf man invent visual sign display systems for buses, trains and airplanes. We will do it ourselves if we must; it may take immensely longer though. It is a barrier when the scientific community will not consider the possibility of focusing on needs from the same perspective from which deaf people view their needs.

Communication barriers represent another interesting issue. Sign language is now the third most widely used language in our country. More hearing people than deaf people now study and know sign language. This makes sense since there are many more hearing people than deaf people. The irony, however, is that in some places still they do not permit deaf people to study their own language. Now that is a real communication barrier!

We have many more interpreters than before. However, we need to remind ourselves that a small morsel of food is a feast to a man who is starving. We need many more interpreters to integrate deaf children and adults into the mainstream of life. We also need to develop a better system for interpreters to work well with deaf people and vice versa. Frankly, we are doing a rather poor job of it at present. We do not want to see a communication barrier within a communication barrier.

Deaf people by and large want sign language. Many hearing people support us in principle if we will agree to sign their way. I believe we deaf people are big enough to humor our hearing friends along without creating too big a communication barrier until they get "religion."

The Vocational Rehabilitation Act of 1978 makes the removal of communication barriers a matter of national policy. Specifically I refer to the new provisions

Keynote address: Eighth Southeast Regional Institute on Deafness, Lexington, Kentucky, November 12-15, 1978.

for the Architectural and Transportation Barriers Compliance Board. How can we help to capitalize on this? What is our role? Let's decide this one here.

Deaf people appear to have made more progress outside of education and rehabilitation than within the fields. We have a few more token deaf persons in high education administrative positions and a few more deaf rehabilitation counselors than before. In contrast, we are seeing a bit more diversity and progress in levels of success in employment outside of the education and rehabilitation fields. It seems to be a seller's market! We are not doing too good at buying our own products. We need an affirmative action program for deaf people in education and rehabilitation to go along with our equal employment opportunity principles.

Deaf people are getting a bit better at calling a spade a spade, especially when the issue is paternalism. We are learning how to "take care" of people who want to take care of us. Better professional training of workers with the deaf helps. It helps most when deaf people are involved in the training of professionals. We need to do more of this.

Rehabilitation

Let us look specifically at the rehabilitation field. The Rehabilitation Counselor for the Deaf as a specialist is here to stay. However, we do not have enough rehabilitation specialists in most states. A real need is to develop professional resources in the community for RCDs to use. A real barrier to good case services is the non-existence of professional and training services that can accommodate the needs of deaf people. In many instances we are getting better professionals but we need so many more of them.

An old cliché is that Americans are good talkers but not good listeners. Unfortunately this applies to sign language skills, too. We need RCDs who can both send and receive signs well. Perhaps more importantly we need to learn how to teach receptive sign language skills!

A recent development in rehabilitation is the Individual Written Rehabilitation Plan. This is an excellent concept that is just as important for deaf clients as it is for hearing clients. If many samplings among Gallaudet College students on their knowledge of the IWRP is any indication, we need to do a better job of getting across to deaf clients that they are entering into an agreement in which they have both a responsibility and a voice.

Upward mobility is another issue in rehabilitation. Too many deaf people remain underemployed. This problem

has negative effects on other areas of life. Deaf people who are marginally employed or underemployed do not participate in resolving other barriers in their communities. Instead of becoming part of a greater solution, they remain part of the problem in the community. They could command greater respect if they were employed at a level commensurate with their capabilities. We are wasting too many human resources.

Education

When one expects little of people one gets little—the self-fulfilling prophecy. Are we optimistic enough about the capabilities of deaf children? Do we tend to dwell so much on the problems that they consume us and lower our expectations of the possible? Are we in effect creating barriers to learning by focusing on the obstacles instead of the paths to progress?

Schools for the deaf are and will remain centers of highly specialized resources. The large task is to utilize these resources well. Both the regular public school systems and community agencies need to become involved in using the resources available within the large state supported and private school programs for deaf students. We need to add the justification for schools for the deaf by utilizing their resources in new ways. This is now being done in some states, but not on a large enough scale or fast enough to meet needs that exist throughout the states.

Schools for the deaf have a vital role to play in helping to modify programs in the community in order to make them more accessible to deaf citizens. Beyond this, deaf citizens need a central base for their continuing development. The concept of community education and the philosophy of a community

school is a valid one that needs more serious consideration and acceptance by schools for the deaf. We have the resources to do a better job than some of us are now doing. We need the wisdom and the courage to examine possible new roles and to assume them when greater opportunities to be of service appear.

Some of us interpret Public Law 94-142 and similar new state laws in special education as barriers to improved education. As educators we have a responsibility to make education work at its best for deaf children. If laws are being interpreted or implemented in your state in a way that results in inadequate educational services to deaf children you have a responsibility to speak up. We need to ask, "How accessible is accessible?" and "How appropriate is appropriate?" particularly if a deaf child is cut off from communication with his teacher or with other children. In some instances where parental choice becomes lost in coercive tactics we need to ask how parents can protect themselves against due process. Seriously, many isolated experiences are surfacing that tell us that new special education laws are not working for the best interests of deaf children in many places. If this is the case we need to develop some system for documenting problems and for formulating appropriate remedies whether they be programmatic, regulatory or legislative. It is conferences such as this that can provide the opportunities for establishing whatever systems for documentation of problems that may be needed.

For many years now we have been talking about the need to reach preschool age deaf children and their families. Some fine preschool programs are in existence in a few places. We have the technology to develop video-

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cassettes, films and other appropriate media and to deliver meaningful programs to families in their homes and at special conveniently located centers. The Federally-funded Head Start State Programs offer a useful delivery mechanism that has not been tapped by us. Somehow, in spite of our recognition of the need for preschoolers our rhetoric continues to manage to fall between the cracks on this need.

What are the components of a barrier removal program for deaf people? Let me list some broad components that deaf people have presented before at various forums.

Consumer Participation

It is becoming a tired cliché to say you need to involve deaf people in the delivery system, you need to involve deaf people in policy decisions in education and in rehabilitation. We're tired of the clichés too. How about finally developing strategies for actually increasing your involvement of deaf people during the Institute? Clearly there is still too much policy decision making and too many service delivery program activities that exclude deaf people. Deaf people have been improving their capabilities to help in recent years. We need to better utilize existing and developing consumer resources. Deaf consumer agencies and programs such as commissions for the deaf, state association offices, leadership training programs and activities of the National Association of the Deaf await your call. The nonin-

volvement of deaf people is a barrier to progress that must cease to exist.

Legal Advocacy

Handicapped Americans have begun to use existing legal tools to address some of our needs. The legal activities of the National Center for Handicapped Children in South Bend, Indiana, and the growing clout of the American Coalition of Citizens with Disabilities are two cases in point.

We have two legal resources for deafness in the Legal Defense Fund of the National Association of the Deaf and in the National Center for Law and the Deaf. To those accustomed to quieter days, it may seem at times that our lawyers in the field of deafness are behaving like the proverbial bull in the china shop. As a deaf person who has waited a long time and who has encouraged positive change through more traditional routes, I am perfectly satisfied that we are using our legal resources selectively and wisely. We need the partnership of education and rehabilitation to help us select barriers that do not yield to other methods. We need to move forward and we will move forward in removing barriers that tend to keep deaf people from enjoyment of first class citizens' privileges.

Positive Public Policy Development

Our towns, our cities and our states are incomplete when they have not pro-

vided equal opportunity and participation for all segments of their population. The fabric of our American society has garnered its strength from its diversity. That fabric, by and large, has not included deafness and deaf people. Our contacts with legislators have been too much about budget provision for schools for the deaf and for rehabilitation programs and too little about provision for a better level of participation in society in general. Legislators, especially during election time, can be some of the most accessible people in our country. We have included too few of them in our orientation to deafness programs. Educators and rehabilitation people need to sit down with deaf consumers and together determine what public policies need to be developed and what legislation may need to be advocated. Like it or not, we are becoming a government of special interests. We need to pursue our own interests in a more concerted fashion.

Training and Orientation Programs

Many of our governments have human rights commissions mostly for the purpose of assuring the rights of black citizens. Most of our public agencies have various in-service training mechanisms. We need not tolerate persistent pockets of resistance in our society. Traditional modes and traditional roles prevent us from doing a better advocacy job. We too often fail to realize that going a bit out of our traditional arenas of work will in the long run provide more important breakthroughs than the usual role activity.

I hope I have articulated some issues and posed some tough questions. Many are not new questions but they need to be repeated constantly until problems are resolved. More important, some of the questions need to be addressed in your deliberations. It was not my intention to bruise toes so badly that they would not heal quickly. I hope I have not done that because together we have a lot of walking to do. I hope we can chart some meaningful directions for the future from this keynote presentation.

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Three position openings (subject to funding) in the program preparing teachers of the hearing impaired, one for graduate level courses in education of the multihandicapped hearing impaired and two for graduate courses in education of the hearing impaired and undergraduate general education. MA+ required, doctorate preferred. Individuals with sign language skills or who are deaf are strongly encouraged to apply. Application deadline: March 1, 1980. Starting date: June 1980. Instructor/Assistant Professor/Associate Professor, \$12,000-27,500. Send letter of interest, three letters of recommendation and vita to

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Editor's note: The following is reprinted from a recent issue of THE SENTINEL, a Prince George's County (Maryland) newspaper . . .

Mourning An Exceptional Patient

By Dr. Barry H. Epstein

Being an occasional reader of obituaries, I have sometimes wondered what quality of one's life made death a newsworthy item.

The passing from this earth of those few among us who become "famous" is duly recorded as news and when the "infamous" die human interest is great. The bulk of humankind, however, falls into a middle category and then, recognition of death often depends on considerations of newspaper space or whims of editors.

Helen Schyman died in August. She lived only 47 years. For six years she was very ill, but she never felt sorry for herself, she smiled easily and genuinely, and she hardly ever complained. She functioned as a wife and mother; she worked for several years; she successfully raised three children, and she tolerated thousands of tablets, gallons of horrible tasting liquid medicines and the most restrictive diets imaginable.

Helen Schyman also happened to be deaf and a child of deaf parents, and yet she spoke clearly and read lips so well that there was never a problem with true communication. Soon after I met Mrs. Schyman, I realized that in many ways the deaf communicate with one another more honestly and openly than those of us who can hear. The futility of talking "behind one's back" takes on new meaning when there is no possibility of the speaker being heard. The brightness of the eyes when talking about loved ones, the expressions on one's face, the light misting of tears when discussing something sad . . . all of these are crystal clear when we can only "hear" or be "heard" if we look straight at someone's face when we speak. One could not speak to Mrs. Schyman without looking straight at her and without knowing that she was looking straight back at you.

Helen Schyman and I were honest and open to one another because that was the only way we could be if we hoped to communicate.

Mrs. Schyman's parents are still alive, and they will miss their daughter. Her husband and children will miss her most of all. I will miss her, too.

I have been a physician for 15 years.

DR. BARRY H. EPSTEIN is a gastroenterologist practicing in Prince George's County and an assistant professor at the University of Maryland.

Other patients of mine have died, and I have not felt so deeply nor grieved so much for them. I have tried to analyze why this is so. It's true that I knew Helen Schyman for a long time, but this is not the reason. The reason is the way in which we communicated—honestly, face to face, never going on to a new point until we were sure that we both understood the last one. We really got to know one another.

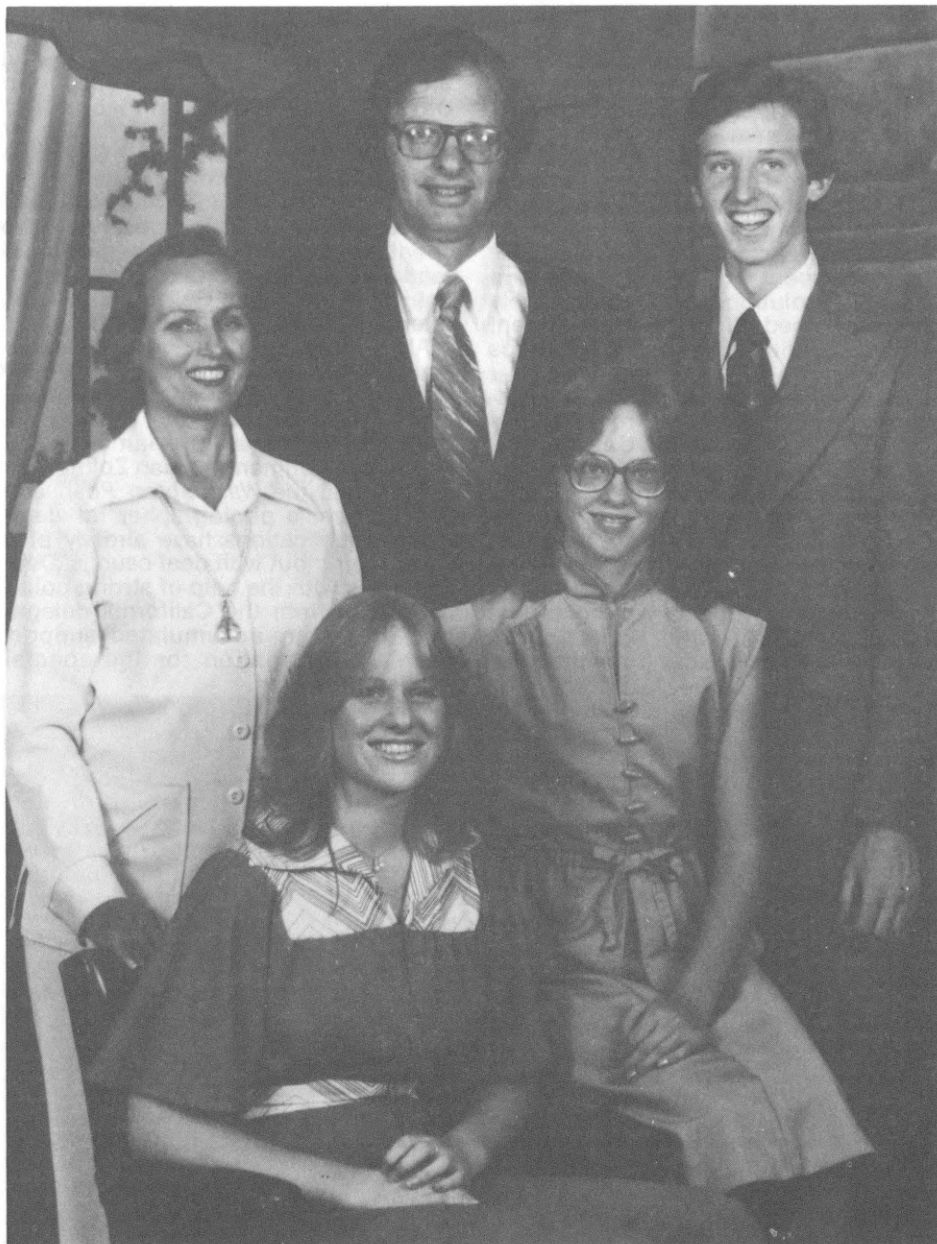
From now on, I will try to speak to everyone as if they are reading my lips. Thank you, Mrs. Schyman, your deafness has taught me how to listen and hear.

Helen Mary Schyman was born on October 17, 1931, and raised in Sellersville, Pennsylvania. She attended Mt. Airy School for the Deaf which was located in Germantown, Pennsylvania.

Helen was the oldest of three children. Her younger sister and brother, Irene Kane and Albert Daniels, were also deaf.

Before Helen was married, she worked as an IBM tab operator for the Philco Corporation in Philadelphia for about 14 years.

Helen first met her husband, William Schyman, at an AAAD National Basket-



The Schymans—Arlene is seated with Debbie and Albert to her left. Helen and Bill beam as proud parents.

ball Tournament in Chicago, Illinois. They were married six months later, on February 14, 1960, in Philadelphia.

After they were married, they moved to Chicago where Albert William, her first child, was born on April 26, 1961. They lived in Chicago for two years before moving to the Gallaudet College campus where William became varsity basketball coach. This is where her second child, Arlene Mabel, was born on January 1, 1963.

They lived on the campus for about four years. During this time, Helen was visiting her parents in Lansdale, Pennsylvania, when her third and last child, Deborah Ann, was born, on June 24, 1964.

The next place of Helen's residence with her family was in Springhill Lake Apartments in Greenbelt, Maryland. The family lived there for almost nine years before moving to Beltsville, Maryland, where the Schyman's still reside.

LIBRARY Column

Conducted by ALICE HAGEMEYER

New Library For Deaf Action

The White House Conference on Library and Information Services was held in Washington, D.C., November 15-19. Delegates, alternates, observers, including numerous international guests, and special interest lobby groups from the 57 states and territories gathered to advocate their needs. About 600 out of 911 delegates were not library professionals. They spent five days drafting and passing resolutions depending largely on which needs had the most evident and abundant support of the groups present.

There were three Open Hearing Sessions at which advocates from the Boston University Medical Center, Advanced Communications Institute of America, Inc., Howard University, AFL-CIO, and other groups representing the elderly, the blind, the young, the poor, ethnic cultures and rural areas witnessed and lobbied for their special needs. Among such advocates were two deaf persons: Rev. Roger Pickering, a member of the Advisory Committee for Library Services to the Deaf of the Free Library of Philadelphia, who represented the Deafness and Hearing Impairment Council of Southeastern Pennsylvania, and John Darcy Smith, a delegate from California and an American Sign Language instructor, who represented the Coordinating Committee for Deaf Counseling in the San Francisco area.

A total of over 4,000 registered at this conference. Honored guests included President Carter who took time from the Iran crisis to talk for 20 minutes. He gave the sign for "I Love You" as he opened and closed his address. Other speakers included Senator Javits of New York who is co-sponsor of the National Library Act (Bill S-1124) and Ralph Nader, consumer advocate, plus senators, representatives and state governors too numerous to mention. Many of them were supporters of the handicapped services.

The deaf were represented by two delegates from California: Marge Klug-

man, the Greater Los Angeles Council on Deafness, Inc. (GLAD) and John Darcy Smith, San Francisco; and Delegate-at-Large Alice Hagemeyer of the D.C. Public Library, all of whom were joined by alternate Betty Irgens, secretary of the Michigan Association of the Deaf. Four other deaf observers also spent an occasional few hours in attendance. Dr. Mervin Garretson, Assistant to the President, Gallaudet College, attended the opening banquet.

Alvin Klugman, husband of delegate Marge, who is president of National Congress of Jewish Deaf, was a moral supporter throughout the conference. Helena Schmitt, a librarian with the Federal government, Hyman Zolotorow, a printer at the *Washington Post*, and Dick Moore, a photographer for deaf-related publications have already provided their input with deaf caucus. Deaf delegates with the help of strong political forces from the California delegation eventually accumulated support from the delegation for the special needs of the deaf.

The handicapped group wanted the deaf to unite with them to draft a resolution, but we knew from past history that our special communication needs would not get full recognition and would probably be swallowed up by that catch-all term "free access." So we caucused and circulated a petition and succeeded in getting our own resolution for the removal of communication barriers included with those passed by the voting delegation. It specifically provides at state levels for the training of personnel on library service to the deaf, for the establishment of a library committee for the deaf under the auspices of the State Library Commission which include deaf individuals, and for the establishment of a clearinghouse that will act as the sole information and referral source in the state to assist all libraries to serve the deaf and the general public on information needs about deafness and services for the deaf for inter-library loan.

On the national level it provides for the enactment of a National Library Service for the Deaf under the auspices of the Library of Congress. The service shall be developed and devised by a board consisting of deaf professionals, deaf consumers, library professionals and lay persons.

The handicapped group did not think we should have our own resolution and there was much bickering during the caucuses and work sessions, but the three voting deaf delegates stood their ground against 23 blind participants and a large number of other handicapped individuals. Eventually, both groups agreed to create two separate sections under one major resolution on special constituencies.

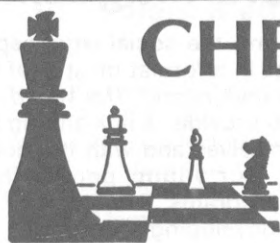
The conference delegates voted for 29 resolutions dealing with the future of library and information services. The recommendations will be presented to the President and Congressional committees within 120 days, and 90 days later Mr. Carter will make his recommendations to Congress.

One of the resolutions passed by the delegates called for an office of library and information services within the new Department of Education, with an assistant secretary of education as its head.

In closing, Charles Benton, the conference chairman, highly complimented our interpreters for the deaf for their participation in the conference and asked an interpreter to teach him the signs for three words, "library," "information," and "book." Most people in the audience joined in learning the signs. Deaf participants appreciated the interpreters who indeed did a **TERRIFIC** job ensuring that the deaf "heard" and "spoke out" throughout the conference. According to many of the participants, they tended to watch the interpreters during speeches and were fascinated by the signs. For most of the delegates it was a novel and first-time experience to actually see manual interpreting in action.

Now that the great American library dream is on the road to realization, now that the nation's first White House Conference on Library and Information Services is over, all delegates have returned home, fully committed to work harder to get people to support their own library and to promote high quality library and information services for every citizen. Deaf participants want to follow up on our Deaf American library dream. They cannot do it alone and will need the support of all deaf people, the National Association of the Deaf and all organizations working with the deaf.

Every citizen is urged to write or call her or his senators and representatives to ask them to support National Library Service to the Deaf. All interested groups are encouraged to start lobbying for deaf action at the library! Remember the library is the place where information is shared, not just a collection of books!



CHECKMATE!

by
"Loco" Ladner

Huffman Is Midwest Champion

The Midwest Regional Chess Tournament attracted 18 players—the largest number ever to enter a chess tournament of the deaf. The event was held at the Chicago Club of the Deaf on October 6–7 and after five rounds of play the surprise winner was Francis L. Huffman of La Grange, Illinois. He defeated H. Wallace Jones of Aurora, Illinois, in the final round to emerge with the almost perfect score of 4½ points. His only setback was a draw with Dr. Robert J. Donoghue of Chicago.

The prize winners: 1. Huffman (4½); 2. Jones (4); 3. Dale Nichols of Forest Park, Ill. (4); 4. Donoghue (4) and 5. Alex Ivanchich of Chicago (3).

Others players out of the money: Percy Burris of Chicago (3); James C. Floyd of Chicago (3); Abraham Untermeyer of Deerfield, Illinois (3); Robert A. Malecek of Cicero, Illinois (2); Conrad Setran of St. Paul, Minnesota (2); Dave Kennedy of Morton Grove, Illinois. (2); Jerzy Bachleda of Cleveland, Ohio (2). Others with one point each were: Joe M. Carritt of Hanover Park, Illinois; Guy G. Fuhrman of Des Moines, Iowa; Joseph Krzyston of Kalamazoo, Michigan; Depert P. Williams of Chicago. Finally, with no points, were Harley K. Cox of St. Joseph, Michigan, and Thomas E. Roberts of Calumet City, Illinois.

Percy Burris, president of the Chicago Club, pulled an upset by defeating Donoghue in the fourth round. Unfortunately, they did not keep the score of their game. The youngest player was Untermeyer at fifteen. Watch him as he develops.

Huffman took the measure of Jones in the championship game as Jones overstepped the time limit to forfeit. They were using clocks at the rate of 40 moves for two hours. We hope to publish the score of this game as soon as some flaws in the scoresheet are corrected.

Dale Nichols was favored to win the tournament but was out-played in the end game by Donoghue.

The Midwest Regional was one of the 1979 regional tournaments planned by the NAD Committee on Silent Chess. The host committee was chaired by Dr.

Donoghue, assisted by Wallace Jones, Dale Nichols and Francis Huffman. It was a coincidence that these four took the first four places but they had worked hard on the tournament and were thus deserving of the honors. We congratulate the host committee and the Chicago Club on conducting a very successful and historic event.

The first place trophy was donated by the Chicago Club; the second place trophy by the NAD Committee; the third place by the Illinois Association of the Deaf; the fourth place by Division No. 1 of the NFSD and the Whitney Young Program gave the fifth trophy.

Here is the game in which Donoghue took the measure of the favorite, Dale Nichols:

White: Nichols
1. N-KB3
2. P-Q4
3. P-B4
4. N-B3
5. P-K4
6. B-K2
7. O-O
8. P-Q5
9. N-KR4
10. P-B4
11. BPxQP
12. N-B5
13. NxB ch
14. Q-B2
15. PxP
16. B-KB4 (c)

Black: Donoghue
P-Q3
N-KB3
P-K3
N-B3
B-K2
O-O
P-K4
N-N1
P-B3 (a)
PxQP
QN-Q2 (b)
N-B4
QxN
P-QN3
QxP
Q-Q5 ch

17. K-R1
18. NxN
19. B-Q3
20. QR-Q1
21. BxP
22. RxB
23. R/5-B1 (e)
24. BxN
25. RxR ch(g)
26. RxR
27. K-N1
28. QxQ
29. K-B2
30. K-K3
31. KxP
32. K-K3
33. P-QR4
34. P-QN4
35. P-QR5 (i)
36. PxP
37. K-K4
38. K-Q5 (j)
39. P-N3
40. K-B6
41. K-N7
42. KxP
43. K-N8
44. P-R6
45. Resigns (k)

N/4xKP
NxN
B-B4
QxP/4
QxB
QR-Q1 (d)
P-B4
PxP (f)
QxR
QxR
Q-Q6 (h)
PxQ
K-B2
K-B3
K-B4
P-N3
P-KR4
P-KN4
PxP
K-N5
P-R5
P-R6
K-B6
K-N7
KxP
KxP
P-R7
P-R8-Q

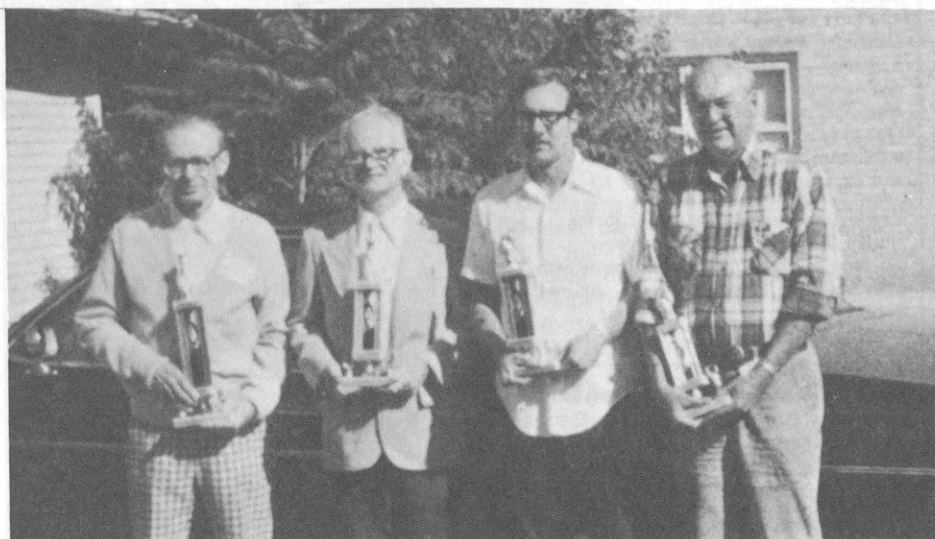
Comments by the Chess Editor: (a) Black could win a pawn by 9... NxKP; (b) 11... NxKP is still best as the next move shuts in the Bishop; (c) 16. B-B3 was necessary to save the pawn; (d) Setting a trap for White but he does not jump into it; (e) If 23. BxN? QxR ch and wins; (f) Setting another trap but it is too obvious; (g) Of course RxQ loses immediately; (h) This loses the open pawn too soon. Better was Q-Q5 ch, followed by P-QR4; (i) The game is a theoretical draw with exact play on both sides but White goes astray with this move. P-KR3 is needed to keep out the Black Monarch; (j) Fatal. White could still keep control with K-K3; (k) Black played the end game with precision as White made the last mistake.

Here is the shortest game:

White: Ivanchich
1. P-K4
2. B-B4
3. P-Q3
4. N-QB3
5. QxN
6. Q-B3
7. QxP ch
8. B-N5 ch

Black: Kennedy
P-K4
N-KB3
B-B4
N-N5 ?
Q-B3
Q-QN3 ???
K-Q1
Resigns

No comments as the game speaks for itself.



TOP FINISHERS IN THE MIDWEST—In the recent Midwest Regional Chess Tournament held at the Chicago Club of the Deaf, the top four finishers were, left to right: Francis Huffman, first; Wallace Jones, second; Dale Nichols, third; Dr. Robert Donoghue, fourth.

Another critical game in the third round:

White: Huffman

1. P-K4
2. N-KB3
3. N-B3
4. B-K2
5. O-O
6. P-Q3
7. P-QR3
8. R-K1
9. N-KN5
10. RxB
11. R-K1
12. B-K3
13. N-B3
14. B-N5
15. BxN
16. N-Q5
17. P-B3
18. QxN
19. QR-N1
20. P-QN4
21. R-N2
22. R-B2
23. QxP
24. P-N3
25. P-KR4
26. Q-B3
27. Q-B5
28. R-K3
29. R-B3
30. Q-N4
31. P-R5
32. R-B5
33. Q-B3 (d)
34. R-B1
35. R-B2
36. R-B1
33. Draw

Black: Donoghue

- P-K4
- P-Q3
- N-KB3
- N-B3
- B-K2
- O-O
- P-QR3
- B-KN5
- BxB
- N-Q5
- P-B3 (a)
- P-B4
- R-N1 (b)
- N-K3
- BxB
- N-Q5
- NxN ch
- B-N4
- P-N4
- R-B1
- P-B5
- PxP
- R-B5
- P-R3
- B-B3
- R-B1
- R-B5
- R-K1
- R-K3
- P-N3 (c)
- P-N4
- K-N2
- R-B1
- R-B5
- R-B1

(a) 11 ... P-B4 at once at preferable; (b) The Rook is better placed at B 1; (c) Premature as it weakens the King's position; (d) White could try R-K2 and if 33 ... R-B1; 34. P-KB4. The Knight at Q5 is superbly placed and always a threat.

Gallaudet Offers Student Magazine

The World Around You, the news magazine for hearing impaired teenagers, is offered free by the Pre-College Programs at Gallaudet College throughout the 1979-1980 school year.

The World Around You was designed and developed especially for hearing impaired young people. It presents news about deaf people, the deaf com-

munity and the social-legal aspects of deafness in a format most deaf teenagers can understand. *The World Around You* also provides a link among teenagers themselves and with the deaf community. For young people in mainstream programs, this link may be crucial for developing a feeling of identification with and participation in the deaf community.

The National Tournament

We have requested the Chicago Club of the Deaf to host the National Tournament during the last weekend of March 1980. So far these players have qualified to participate:

New England Regional: Peter Her-shon and Anton Phensick.

Mid-Atlantic: Russell Chauvenet and Mike Bienenstock.

Far West: Terry Breckner, Rod Macdonald and Emil Ladner.

Midwest: Francis Huffman, H. Wallace Jones, Dale Nichols and Dr. Robert J. Donoghue.

At Large: Lawrence Leitson of Florida and Paul Taylor of New York.

The winner of this tournament will represent the United States at the World Individual Championship Tournament in Amsterdam, Holland, June 1-15, 1980.

The World Around You also provides general information and discusses issues that confront all youth, deaf and hearing, and enables deaf youth to share some of the concerns of their hearing peers.

The development of *The World Around You* was made possible by research done by Dr. Stephen Quigley at the University of Illinois. Quigley identified specific English structures with which young deaf students have trouble. Using Quigley's research and the work of the Model Secondary School for the Deaf teacher Betty Rosenbloom, *The World Around You* writers follow guidelines that result in tightly and specifically controlled syntax.

Last fall, *The World Around You* covered many issues and events:

- A deaf student's entrance into a nursing program—which occurred concurrently with the U.S. Supreme Court's decision that schools did not have to admit hearing impaired people.
- An ocean summer school on Virginia's Atlantic coast.
- The successes of Jeff Float—a hearing impaired swimmer from California who may go to the World Olympic Games.
- Closed captioning for television—*The World Around You* announced which shows would be captioned and when equipment could be bought to see them.

The World Around You also encourages student contributions. Each issue includes a page devoted exclusively to student writing and art.

Pre-College Programs at Gallaudet will provide up to 30 copies per issue without charge to parents, teachers, counsellors and librarians who work with hearing impaired students. More copies are available on a pro-rated subscription basis. Next year *The World Around You* will be available on a subscription basis to defray the cost of printing and mailing.

GALLAUDET TODAY is the quarterly magazine of Gallaudet College. It is also a window on the world of deafness, presenting issues, concerns, and timely reporting of events of interest to the deaf community and its friends.

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Conference On Mental Health And Deafness To Explore Methods For Delivering Services

Spurred by the need of mental health professionals to have viable methods for delivering services to the deaf, the first Missouri Conference on Mental Health and Deafness will be held April 18-19 at Busch Memorial Center, 20 N. Grand Boulevard, St. Louis.

National in scope, the conference will provide workshops, lectures and panel discussions on mental health issues for mental health professionals, educators, social service workers, law enforcement officers, deaf consumers and parents of deaf children. It will be used to develop a preliminary framework for providing

adequate mental health services for deaf persons in the State of Missouri.

Sponsors are: The St. Louis University Center for Health Services Education and Research, Graduate Program in Community Health; St. Louis University School of Medicine, Department of Community Medicine; St. Louis University School of Nursing; St. Louis Community College at Florissant Valley; and the Metropolitan Roundtable of Representatives.

Conference co-directors are: Ruth Murray, M.S.N., professor and director of continuing nursing education, St. Louis University School of Nursing; and Richard Kurz, Ph.D., director, graduate program in community health, St. Louis University Center for Health Services Education and Research.

The conference has been assigned six continuing education units and meets the criteria for six hours of Category I credit toward the Physicians Recognition Award. It has been submitted for approval of seven contact hours to the Missouri Nurses Association, which is accredited by the Mountain Regional Accrediting Committee of the American Nurses Association. Tuition will be announced.

For further information contact John A. Grellner, director, St. Louis University Medical Center Continuing Education, 3544 Caroline St., St. Louis, Missouri 63104. Telephone: (314) 664-9800, Ext. 127.

SSA Announces New Policy For Interpreting Services

The Social Security Administration (SSA) has made a new policy about interpreters. This policy will make sure that deaf people are given qualified interpreters in all SSA actions. This action resulted from a formal request by the National Center for Law and the Deaf and the National Association of the Deaf Legal Defense Fund.

SSA will first look to see if any of its own employees or other Federal employees can effectively communicate in sign language with a deaf person. If there are none, SSA will try to see if there are any free interpreter services available from community organizations. If these groups do not have interpreter services, then the SSA will pay for a qualified interpreter.

A qualified interpreter is one who is certified by the National or state Registry of Interpreters for the Deaf, or on lists of the National or state associations of the Deaf. If such interpreters are not found, SSA will provide an interpreter who satisfies the deaf person and the agency.

The deaf person must tell the SSA office before his or her meeting that an interpreter is needed. The SSA will make known this policy to hearing impaired people and community service organizations. Each office must put up a sign to the public explaining this policy.

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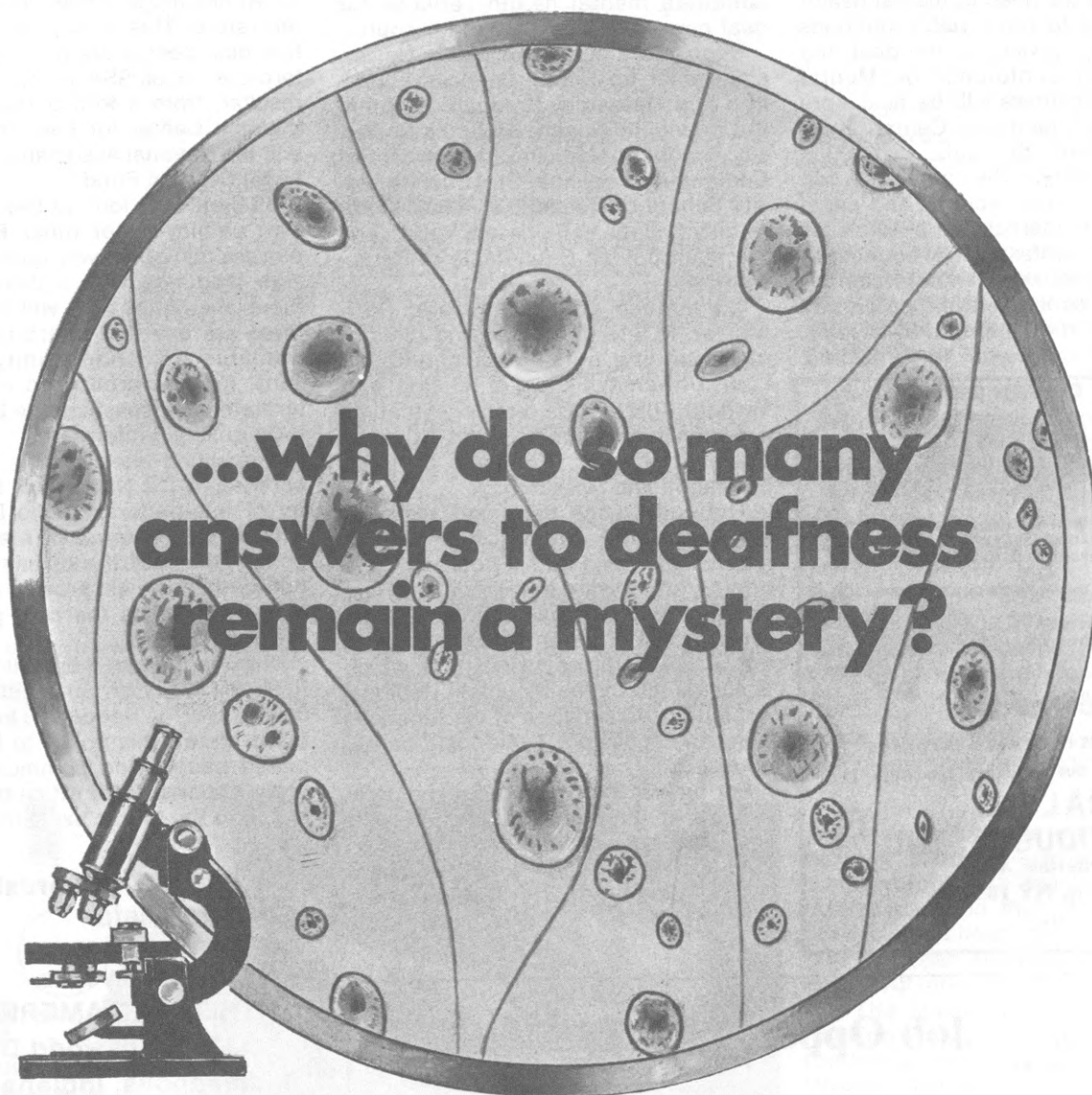
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- **Public contributions** go directly and fully to research itself. The Centurion Club—an organization of 1600 physicians, scientists, and audiologists—devotes its entire annual dues to meeting the full operating expenses of the DRF.

- **Your contributions** provide the starting money for the most promising new research on deafness in the United States and Canada. Few of the research projects have any other

significant financial support at the time of their first DRF grant. But from the quality of the research that the grants help initiate, major future answers will come.

- **The need of the scientists and research physicians** for this DRF support is severe. So is the DRF need for much greater public support to fund their research, with this concern fired by one major fact: Because of limited DRF dollars, each year twenty or more highly important studies remain without grant support, and cannot begin.

- **But larger support will come.** And there is a beauty in the thought that a major part of this new supporting team may be among the community of the deaf.

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The National Association of the Deaf and the American Academy of Otolaryngology sponsor the National Temporal Bone Banks Program of the DRF.

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Loan Program Helps Handicapped Start Business

By GARY L. VIAL

This article is a supplement to the original article "SBA and the Handicapped" published in THE DEAF AMERICAN, December 1977, in an effort to answer questions or give additional details on some specific areas of the loan program maintained by Small Business Administration, headquartered in Washington, D.C.

Handicapped men and women—the most disgracefully neglected minority of our nation—are at last beginning to have access to jobs and business opportunities and are increasingly being recognized as fully capable of competing for profits and economic advancement.

It is one function of the Small Business Administration to provide assistance to the handicapped to become private entrepreneurs of businesses of any kind except businesses engaging in gambling, speculation in property, newspapers and other published media. The Small Business Act Amendments of 1972 defines a handicapped individual as "a person who has a physical, mental, or emotional impairment, defect, ailment, disease, or disability of a permanent nature which in any way limits the selection of any type of employment for which the person would otherwise be qualified or qualifiable."

The Small Business Administration's Handicapped Assistance Loan program (HAL) falls into two categories: 1) Handicapped Assistance Loans to non-profit organizations (HAL-1) and 2) Handicapped Assistance Loans to small business concerns (HAL-2).

Under HAL-1, financial assistance is available to public or private non-profit sheltered workshops, or any similar organization, to enable them to produce and provide marketable goods and services. It is not the purpose of these loans to provide for supportive services to workshops. Aid to the Blind, Goodwill Industries and training centers for the handicapped are among the examples of those that can be assisted. Under HAL-2, financial assistance is given for the establishment, acquisition, or operation of a small business concern 100 percent owned by handicapped persons.

SBA has set the eligibility requirements for the above two groups as follows: HAL-1: A public or private non-profit organization must certify that it is organized under the laws of a State, or of the United States, as a non-profit organization operating in the interest of

the handicapped and must provide documentation that it employs, during any fiscal year in which it receives SBA financial assistance, handicapped individuals for not less than 75 percent of the man-hours required for the direct production of commodities or in the provision of services which it gives. In addition, it must comply with any applicable occupational health and safety standards. Handicapped individuals who are employed by the non-profit organizations are those persons whose handicap is of a permanent nature which prevents each such employee from seeking any type of employment for which these persons would otherwise be qualified.

HAL-2: A small business concern must be small by SBA size standards, must be organized on a for-profit basis, and must be wholly owned by handicapped individuals. The handicap must be of a permanent nature which in any way limits the individual in engaging in normal competition business practices. Applicants for HAL-2 assistance will be required to provide information from a physician, psychiatrist or professional counselor in writing as to the permanent nature of the handicap and the limitations it puts on the applicant. The type of activity of the small business concern must meet SBA business loan eligibility criteria. HAL-2 loans can also be granted to a group of handicapped individuals who organize or own a small business concern.

The basis for loan approval is that 1) non-profit organizations must have the capability and experience to perform successfully in producing and providing marketable goods and services and 2) the experience, competency and ability of the owners and operators of the small business concern must indicate that the business can be operated successfully and the loan repaid from the earnings of the business.

When you plan to start or expand a business, you must first submit a loan proposal to a commercial bank, preferably a bank where you maintain an account, indicating how much money you will need; how you will use it; and how your business will generate enough income to repay the loan. If the bank rejects your proposal, you ask for a letter or decline from the bank for presentation to the SBA. If you live in a metropolitan area of more than 200,000, it is required that you contact two commer-

cial lending institutions including your own bank for the loan consideration.

With the letter of decline from the bank, then visit your nearest SBA district office listed at the end of this article (check your local telephone directory under U.S. Government for address of your nearest SBA office). Before making an appointment with a SBA loan officer, you must have a loan proposal ready and, if you have an existing business, you should bring your current **balance sheet** and **profit and loss statement** (within 90 days) of the business, and financial statements, for the past three years if possible. All financial statements should be signed and dated. You also can make a list of collateral if any, future business projections and projected cash flow statement for one year. The loan officer will also ask for your personal statement of assets and liabilities. The advanced preparation of these required statements will speed the process of loan consideration.

If you need some assistance in preparing the above-mentioned financial statements, you can contact your nearest SBA office for a referral to a local business or trade organization which may be able to provide free service.

Under the Federal law, in some cases, a person is not eligible for a handicapped assistance loan as long as s/he is eligible for any other type of loan. In other words, if one is eligible for a business loan, eligibility for a handicapped assistance loan is not implied merely on the basis of being handicapped. For example, if a person is running a successful business and desires a small business loan, s/he will not qualify for a HAL—s/he must obtain the loan under the regular business loan, regardless of the fact that s/he is handicapped.

What happens if SBA declines your loan application? The loan applicant may request a reconsideration from the declining office within six months. A reconsideration request must include new or additional information which will overcome the stated reasons for decline.

What are the loan terms? You may borrow up to \$100,000 maximum on a direct-loan basis at a 3% interest rate, except in unusual circumstances. On a guaranty plan with a commercial bank, SBA can guarantee up to 90 percent, not to exceed \$350,000, of a loan made by a private lending institution. The

guarantee could rise as high as \$500,000 in an exceptional situation. Interest rates on guaranteed loans are set by the participating lending institutions legally and reasonably, with a maximum allowable amount which is set periodically by SBA i.e., at present at a maximum of 1/2 percent over the current New York published prime rate.

The SBA is highly selective in making these loans as funds for direct loans are very limited. As of August 1979, SBA has carried 725 direct loans worth over \$46 million, granted to the handicapped, while the commercial banks have approved 49 guaranteed loans for \$5.9 million.

Are you thinking of starting a business? There is a pamphlet called SMA 71 "Checklist for Going into Business," a checklist of questions the prospective business person should ask him/herself and can be obtained by writing U.S. Small Business Administration, P.O. Box 15434, Fort Worth, Texas, 76119, free of charge.

SBA also provides free management assistance publications for the *Management Aids*, *Technical Aids*, and *Small Marketers Aids* series; these "how to" small management publications cover many subjects and range from "Locating or Relocating Your Business" to "Getting the Facts for Income Tax Reporting." Anyone who wants to order copies of these publications can request the SBA 115A booklet listing the various topics at the address given above. The booklets can also be ordered via a toll-free telephone number (800) 433-7212, 24 hours a day, seven days a week. For residents of Texas, the number is (800) 792-8901.

There is a for-sale booklet, SBA 115B, which lists various management topics like "Guides for Profit Planning" and "Financial Recordkeeping for Small Stores." The management assistance booklets on this list are published by the Small Business Administration and are sold by the Superintendent of Documents, ranging from seventy-five cents to four dollars. This booklet, SBA 115B, can be obtained by writing the Superintendent of Documents, Government Printing Office, Washington, D.C., 20402; your nearest SBA office; or SBA headquarters in Washington, D.C.

In addition, consider talking with other people who have business know-how or are involved in running a business. A follow-up article will provide some information about several types of businesses operated by the handicapped. For further information, please write Gary L. Viall, Room 413, Small Business Administration, 1441 L. St., N.W., Washington, D.C., 20416.

ABS Produces The Birth of Jesus In Signed English

The American Bible Society has published a Scripture booklet telling the story of the birth of Jesus in Signed English for hearing impaired youngsters that should overcome some of these difficulties. At the same time, it presents the Scriptures to young people at an early age. The sign language in the booklet is based on a system developed by Gallaudet College's Signed English Project.

The text for "The Birth of Jesus" is from Luke's Gospel and presents a "dynamic equivalent" translation of the original Greek text into Signed English. "Dynamic equivalence" is the translator's principle of finding the exact meaning-for-meaning translation for a

text, rather than a word-for-word translation.

Clear, colorful and attractive illustrations grace the booklet. Additionally, below each Signed English word appears the word in printed English.

The American Bible Society has long been concerned with making God's Word available to the handicapped. It maintains a variety of Scriptures for both the hearing and visually impaired, including another Signed English Scripture booklet, "Jesus Stops a Storm."

For more information on how you can obtain "The Birth of Jesus" and other Scriptures for hearing or visually impaired young people, write the American Bible Society, 1865 Broadway, New York, New York 10023.

SBA Field Offices

Agana, Guam, Albany, N.Y., Albuquerque, N. Mex., Anchorage, Alaska, Atlanta, Ga., Augusta, Me., Baltimore, Md., Biloxi, Miss., Birmingham, Ala., Boise, Idaho, Boston, Mass., Buffalo, N.Y., Casper, Wyo., Charleston, W.Va., Charlotte, N.C., Chicago, Ill., Cincinnati, Ohio, Clarksburg, W.Va., Cleveland, Ohio, Columbia, S.C., Columbus, Ohio, Concord, N.H., Corpus Christi, Tex., Dallas, Tex., Denver, Colo., Des Moines, Iowa, Detroit, Mich., Eau Claire, Wisc., Elmira, N.Y., El Paso, Tex.

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Knoxville, Tenn., Las Vegas, Nevada, Little Rock, Ark., Los Angeles, Calif., Louisville, Ky., Lower Rio Grande Valley, Tex., Lubbock, Tex., Madison, Wis., Marquette, Mich., Marshall, Tex., Memphis, Tenn., Miami, Fla., Milwaukee, Wisc., Minneapolis, Minn., Montpelier, Vt.

Nashville, Tenn., Newark, N.J., New Orleans, La., New York, N.Y., Oklahoma City, Okla., Omaha, Nebr., Philadelphia, Pa., Phoenix, Ariz., Pittsburgh, Pa., Portland, Ore., Providence, R.I., Rapid City, S. Dak., Richmond, Va., Rochester, N.Y., St. Louis, Mo., Sacramento, Calif., Salt Lake City, Utah, San Antonio, Tex., San Diego, Calif., San Francisco, Calif., Seattle, Wash., Sioux Falls, S.D., Spokane, Wash., Springfield, Ill., Syracuse, N.Y., Tampa, Fla., Washington, D.C., Wichita, Kan., Wilkes-Barre, Pa., Wilmington, Del.

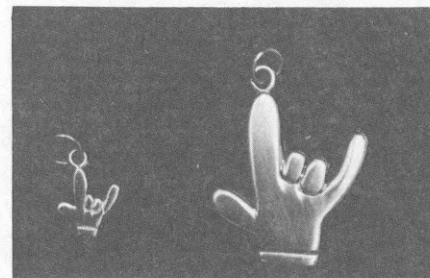


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Albert T. Pimentel Selected NAD Executive Director

The Board of Directors of the National Association of the Deaf has announced the appointment of Albert T. Pimentel of New Carrollton, Maryland, as Executive Director of the Association. Mr. Pimentel, who had been connected with Gallaudet College as Director of Public Services Programs and the National Academy, had been Assistant Executive Director for National Affairs since August 1979 and Acting Executive Director since the death of Dr. Frederick C. Schreiber in September.

Mr. Pimentel is no stranger to the NAD and has twice been elected to the Board of Directors and on another occasion chaired the vital Ways and Means Committee. Some years ago he actually worked full time in the NAD offices when he served as the first Executive Director of the National Registry of Interpreters for the Deaf.

Holder of a master's degree in Psychology from Louisiana State University (he was the first deaf psychologist in the nation), Mr. Pimentel brings to his new position a rich and varied background. Besides his employment experience at Gallaudet and with the RID, he also has worked as a teacher and as a psychologist in residential schools for the deaf,



Albert T. Pimentel, NAD Executive Director

coordinated a program for multiply handicapped deaf children at a state hospital, lectured at several colleges and universities and served as consultant to school systems, rehabilitation organizations and facilities and a variety of social service agencies.

Among the many other background experiences of Mr. Pimentel has been a long and active involvement in development of American Deafness and Rehabilitation Association (formerly PRWAD) charter presidency of American Coalition of Citizens With Disabilities, presidency of Teletypewriters for the Deaf, Inc., membership on the Council of the White House Conference on the Handicapped, membership on the President's Committee on Employment of the Handicapped and a member of the Carter-Mondale Transition Government.

He holds membership in, among others, the National Association of the Deaf, Maryland Association of the Deaf, Gallaudet College Alumni Association, Registry of Interpreters for the Deaf, Telecommunications for the Deaf, Inc., American Coalition of Citizens With Disabilities, Conference of Executives of American Schools for the Deaf, Division No. 46, National Fraternal Society of the Deaf, and National Rehabilitation Association.

A native of Massachusetts, Mr. Pimentel now resides in Prince Georges County, Maryland with his wife, Sally and three children, Carolyn 19, Stephen 15 and David 8.

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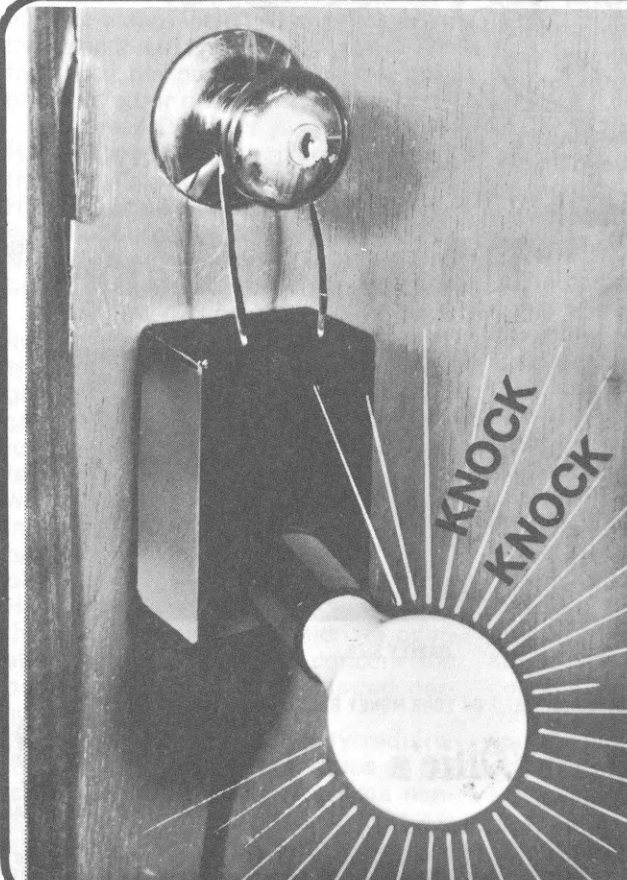
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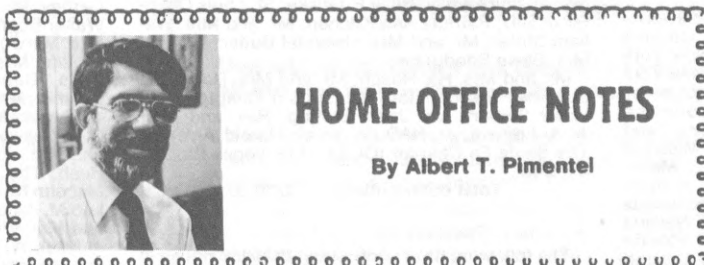


NATIONAL ASSOCIATION of the DEAF

Ralph H. White, President

David W. Myers, Secretary-Treasurer

Albert T. Pimentel, Executive Director



HOME OFFICE NOTES

By Albert T. Pimentel

This issue of *THE DEAF AMERICAN* gets us back on schedule. It is a good way to begin the new year. We hope to keep our publications on schedule. This is as good a New Year's Resolution as any. In fact, we are hopeful that we can eventually get our publications out regularly in the middle of the month prior to the month stated on the cover. This would permit us to plan ahead better and to carry news items from the Home Office with confidence that such items would reach our readers on a timely basis. Editor Jess Smith has been most helpful in advancing our printing schedule.

We have the new Winter Catalog of Publications out. It contains 27 pages of varied and interesting items on deafness and deaf people. The NAD has always been committed to publishing and distributing vital information on deafness needed by deaf people, parents and professionals at the lowest possible prices. While the income from our publications supports many other NAD activities, our income from publications is well below what the commercial book business would obtain for the same volume of business. We want our members to be aware of this. As long as our volume of business continues to be good through your continued support and cooperation we will be able to maintain our low prices. Please make other potential buyers aware of our price commitment. If you do not have our latest Catalog and would like a free copy, please write us and one will be forwarded to you promptly.

We have received many copies of letters written to President Carter and to Congressmen on various urgent matters needing attention. It is good to know that our members are responsive to issues when governmental action is needed. Many Congressmen and White House representatives have responded directly to us expressing their desire to reconsider their stance or to indicate continued support for our positions. Our special counsel, Jack Duncan, daily maintains contact with numerous governmental activities and keeps informa-

tion steadily flowing to us. In this era of government by special interests, we cannot afford to be a bystander. Involvement in the process of government is essential to enhance the continued progress of deaf people. We are grateful that so many of you willingly respond with your own views and phone calls when letters go out from us.

By next month we expect to have in hand an engineering report with cost estimates on making the Halex House accessible. When we purchased Halex House in 1971, everyone seemed to be delighted that the building appeared so perfectly suited to our needs. A few short years later, as the NAD became involved in the wider disability movement, it became quickly apparent that the Halex House was not a building that was accessible to persons with mobility handicaps. A partial solution at the time was to make the ground floor accessible by providing a door at one corner of the building. This, however, has become our shipping room area and does not meet acceptable standards for building entry. Our stairs not only constitute a formidable human barrier, but make moving of materials between floors more difficult than necessary. Hopefully, the redesign of the entry way to our building can be accomplished to accommodate the installation of an elevator at a reasonable cost. The alternative is to sell Halex House and buy or build elsewhere. While we could use a larger building, I would rather see the NAD concentrate its energies and resources on basic Association business rather than diverting too much attention to building needs. However, one way or another, the NAD Executive Board is clearly committed to the goal of a barrier-free Home Office Building.

With the new year the countdown begins for the Centennial Convention. We have the first Centennial Bulletin out with 50,000 copies printed. Because many individuals are members of several organizations, many of you will receive duplicate copies. Please pass these on to others who may have received none. Bring extra copies to schools for the deaf, churches that

serve deaf people or clubs for the deaf. We want everyone to know about our Centennial Convention. A little bit of effort by our readers can assure that our Bulletin will not be wasted. In addition to the NAD mailing lists, the Bulletin went to the members and officers of International Association of Parents of the Deaf, the American Deafness and Rehabilitation Association, Registry of Interpreters for the Deaf, National Fraternal Society of the Deaf, the Junior NAD, the National Technical Institute for the Deaf Alumni and Student Body and the Gallaudet College Alumni Association and Student Body. A second, more detailed, Bulletin is planned for April. The major Convention planning has been completed. Last minute changes and details of many kinds are being resolved daily. In February I will be in Cincinnati to walk through the entire program with Centennial Director Gary Olsen to obtain a personal sense of that forthcoming extravaganza. We know it is not possible, but we would like to have every deaf American with us in Cincinnati. Because we will have so many different activities for so many different interests, we do expect to see many of you there. Plan on it. You will not be disappointed.

Beginning in January, we will have Dr. Norman Tully on board working part-time as a special assistant to the Executive Director through June 1980. Dr. Tully is well known in the field of education and rehabilitation in the area of deafness. He will be working on special projects for the NAD. The Home Office has numerous opportunities to take advantage of special situations that we too often must let pass simply because we do not have the human resources to respond on a timely basis. With Dr. Tully's attention to selected activities we are hopeful that we will be able to move forward in several new areas. Two areas of particular interest are the development of an expanded rehabilitation program and the establishment of our Section 504 Deafness Information Center. We look forward to a good year at the Home Office and hope that yours will be equally productive.

NATIONAL ASSOCIATION OF THE DEAF

New Members

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Jeanette Artinian	New York
Mr. and Mrs. Albert Barnabei	New Jersey
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Peggy Roberts	Missouri
Mary Ann Schenk	Tennessee
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Mr. and Mrs. John Parks; Ms. Charlotte E. Leeper; Mr. and Mrs. Ronald E. Nomeland; Mr. and

Gifts to the NAD Library

(Compiled by Edith A. Kleberg, Librarian)

The following books were threatened with extinction by the Library of the New York School for the Deaf (Fanwood) and a friend of mine who wishes to remain anonymous rescued them and donated them to the NAD Library. I am grateful to him!

"Always happy or the story of Helen Keller" by Jennie Chappell. London, S.W. Partridge, n.d.

"Tales of the deaf & dumb, with miscellaneous poems" by John R. Burnet. Newark, N.J., printed by Benjamin Olds, 1935. 2 copies.

"The education of Robert, a deaf boy or Out of the darkness into the light" by J.W. Jones. Columbus, Ohio, School for the Deaf, 1925.

"Indian sign language." Written and illustrated by Robert Hofsinde (Gray-Wolf). New York, William Morrow, 1956.

"Physical disability—a psychological approach" by Beatrice A. Wright. New York, Harper & Row, c1960.

"Contribution to publications of the Society for the Diffusion of Useful Knowledge and The Central Society of Education" by Charles Baker. Privately printed, 1842. Contains chapters on education of the deaf and blind and biographical notices of de l'Epee, Sicard, Bonet, Bulwer, Dalgarno and Braidwood.

"The rehabilitation of speech" by Robert West, Lou Kennedy and Anna Cair. Rev. ed. New York, Harper, 1947.

"Let's hear it for the deafman, an 87th Precinct mystery" by Ed McBain. Garden City, N.Y., Doubleday, 1973.

"Deaf children in a hearing world: their education and adjustment" by Miriam Foster Fiedler. New York, Ronald Press, c1952.

"The psychology of the physically handicapped" by Rudolf Pintner, Jon Eisenson and Mildred Stanton. New York, F.S. Crofts, 1946.

"Listen to the silence" by David W. Elliott. Paperback edition. New York, New American Library, c1969.

"How to help your hearing" by Louise M. Neuschutz. Garden City, N.Y., Blue Ribbon Books, 1947, c1940.

"Cotton in my ears" by Frances Warfield. New York, Viking Press, 1948.

"Special education in the regular classroom" by Ernest Siegel. New York, John Day Co., c1969.

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Henry Lee Dorsey; Ms. Brenda Kay Dorsey; Ms. Pamela Grace Dorsey; Miss Dorothy C. Havens; Mr. and Mrs. Donald LaValle.

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"Educational guidance and the deaf child." Edited by A.W.G. Ewing. Washington, the Volta Bureau. Printed in Great Britain, n.d.

"Preview special education: exploratory readings." Edited by Jerald F. Etienne and Wilhelmina Hayward. n.p., n.d.

"Royal West of England Residential School for the Deaf, Exeter: historical surveys, 1826-1976." n.p., n.d.

"Essays and postscripts on elocution" by Alexander Melville Bell. New York, Edgar S. Werner, 1886.

"Those in the dark silence: the deaf-blind in North America; a record of today" by Corinne Rocheleau and Rebecca Mack. Washington, the Volta Bureau, 1930.

"Hearing and the school child: hearing school progress of public school children" by John L. Waldman, Francis A. Wade and Carl W. Arez. Philadelphia, 1930. Published under the auspices of the Volta Bureau, Washington, D.C.

"A survey of American schools for the deaf, 1924-1925." Report prepared by Herbert E. Day, Irving S. Fufeld and Rudolf Pintner. Washington, National Research Council, 1928.

"A selection of verbs and adjectives with some other parts of speech, made for the use of his pupils" by J. Watson. London, Harvey and Barton, 1826.

"Mr. Weld's report of his visit to institutions for the deaf and dumb in Europe" by L. Weld. n.p., 1844.

"School library services for deaf children" by Patricia Blair Cory. (The Lexington School for the Deaf Education Series, Book II) Washington, the Volta Bureau, c1960.

"Congres International des Sourdes-Muets de 1889: compte rendu" by V.G. Champellan. Paris, Siege de l'Association Amicale des Sourds-Muets de France, 1890.

"Benefits of education to the deaf" by Edwin Allan Hodgson. (A centennial address delivered at Hartford, Conn., July 4, 1917, at the centennial celebration of the founding of the first American School for the Deaf) New York, Fanwood Press, 1917.

"History of the Pennsylvania Oral School for the Deaf, located in Scranton." Some pages are apparently missing.

"Address upon the condition of articulation teaching in American schools for the deaf" by Alexander Graham Bell. (Delivered

June 29, 1892, at the opening of the second summer meeting of the American Association to Promote the Teaching of Speech to the Deaf). Boston, Nathan Sawyer & Son, 1893.

"One to one: communicating the Gospel to the deaf and the blind" by Erling Nicolai Rolfsrud. Minneapolis, Augsburg Publishing House, n.d.

May, September and November 1887 issues of The International Record of Charities and Correction (apparently xerox-copied)

"Diseases of the ear, nose, and throat in children" by T.G. Wilson. London, William Heinemann, 1955.

"Education of deaf children: evidence of Edward Miner Gallaudet and Alexander Graham Bell," presented to the Royal Commission of the United Kingdom on the condition of the blind, the deaf and dumb, etc. Edited by Joseph C. Gordon. Washington, the Volta Bureau, 1892.

Many issues but not in chronologically issued copies of The Jewish Deaf—1915, 1916, 1917, 1918, 1919, 1920, 1922, 1924, December 1924-January 1925.

Various programs of the early 20th century.

The Gallaudet College Library held its annual sale of books during the fall of 1979 and decided to give away what were left. I was told about the giveaways by Francis Higgins, a member of the Gallaudet College faculty. The list shows below what I was able to retrieve for the NAD Library:

"Indexing and filing: a manual of standard practice, by E.R. Hudders. New York, Ronald Press, c1910.

"The teaching of language to deaf children; based on the natural development of the child" by Agnes Lack. London, Oxford University Press, 1955.

"1961 U.S.A. team pre-international games for the deaf sports day, Gallaudet College, Washington, D.C., July 22, 1961."

"How to help your hearing" by Louise M. Neuschutz. Foreword by Walter B. Pitkin. New York, Harper, c1940. 1st ed.

"A study of vocational opportunities for the deaf in the state of Illinois" by Robert R. Anderson. Submitted to the Education Department of MacMurray College in partial fulfillment for the degree of Master of Arts. Jacksonville, Ill., April 13, 1962.

"Conference for Work with the Deaf,

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Glorietta, New Mexico, 1968." Southern Baptist Convention. Home Mission Board.

"100th anniversary of the birth of Abraham Lincoln: Commemorative exercises at the New York Institution for the Instruction of the Deaf and Dumb." Prize essays in the N.Y. Times Lincoln composition contest. Printed by the pupils.

"Methods of training ministers to the deaf in the United States and England." A thesis submitted to the faculty in partial fulfillment of the requirements for the degree of Bachelor of Divinity, by Larry A. McConnell. Lutheran Theological Seminary. Department of Practical Theology, Gettysburg, Pa., May 1965.

Other donations (name of donor in capitals):

JULIET BARNET BUZZARD: "The little

deaf child: a book for parents" by John Dutton Wright. New York, Wright Oral School, c1928.

CLEVELAND STATE UNIVERSITY, Cleveland, Ohio: "Energy assistance programs and pricing policies in the fifty states to benefit elderly, disabled, low-income households."

FAYE BEST: "Proceedings of the 8th Southeast Regional Institute on Deafness, Kentucky."

ANITA L. OLDHAM, President, Southeast Texas Council for the Hearing Impaired: Same as directly above.

JUAN E. FONT and EMIL S. LADNER, authors: "Silent Knights of the Chessboard" about deaf chessplayers, past and present.

Note: All these gifts to the NAD Library are gratefully accepted with heartfelt thanks by Edith Allerup Kleberg, Librarian.

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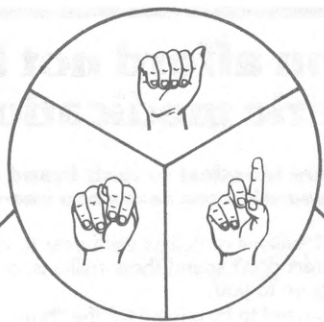


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COMMUNICATIVE SKILLS PROGRAM

Careers for Deaf People in the Sign Language Field

Happy New Year and Good Decade to you! For this article starting off 1980, NAD's Centennial year, we would like to share with you some information on some current and possible careers for deaf people in Sign Language.

We are motivated to do this article (to be continued next month) because one goal with our Federally sponsored *National Consortium of Programs for the Training of Sign Language Instructors* is to provide a job market for deaf signers. We looked around at some current available jobs for deaf people related to Sign Language. We also have looked at some possible jobs related to Sign Language. In this article, we would like to discuss some jobs that we have in mind.

1. Sign Language Instruction for Adult Non-signers

There is, as you know, an incredibly fast and big growth in the number of Sign Language classes in Adult Education programs, Community Colleges, Universities, and other places. Also, there is a growth of linguistic knowledge about ASL and a demand for better teaching approaches. At present, Sign Language instructors are being hired with little or no training in the Structure of American Sign Language and/or teaching methods, or even very little signing skills. Many instructors have other jobs, but teach Sign Language to earn extra money and sometimes do not have enough time to study Sign Language themselves, or learn other ways to teach the language. We also have to realize that most Sign Language teaching jobs are part-time and do not pay well enough to earn a good living on it only.

However, because of the mentioned growth, some programs are now hiring full-time instructors to teach a full load

(3 to 5 classes with 3 to 5 units for each class) with benefits. Slowly the programs are building to be more effective with better curricula, media and tutoring systems. Good, effective programs will probably require these positions in a half-time or full-time capacity.

Program Coordinator—should focus on making sure sign language students are placed in the right classes; be responsible for hiring instructors and providing them with ongoing inservice training; make sure the class and lab schedules fit well with each other. Ideally, the Coordinator should sign well and is familiar with happenings in the Sign Language field.

Curriculum Developer—may be a person who knows about various second language teaching approaches and acquisition of Sign Language, its grammar and morphology. The person's biggest responsibility would be in deciding what would be taught in each course and in what order for the whole Sign Language program.

Instructor—The key person carrying out what the Coordinator and Developer have arranged is the instructor. (S)he makes the actual contact with students and is responsible for keeping students interested. To be a "natural" teacher is rare; but to be a good instructor is to get training in various things like: Introduction to Language, Sign Language Structure, Second Language Teaching Methodology, Sign Language Teaching Methods, Psychology of the Adult Learner, Evaluation Methods, American Deaf Culture, Teaching Practicum.

Instructional Aide—may be a person who is fluent in Sign Language, but doesn't wish to have much training or preparation for classes. S/he may earn some money by aiding the instructor with individual attention to students in

class, and/or by giving students a chance to see two different signing styles. Currently, this kind of person is hired occasionally in classes to tell signed stories, to share personal experiences with deafness, etc.

Tutor—An effective Sign Language program may have a language lab for students to go during their free time, or at a scheduled time. Tutors in the labs, or even at private homes, can earn some money from the program or students themselves by giving individual attention to each student's need. Hourly wages for tutors may range from \$2.50 to \$20.00 depending on the tutor's background and demand.

A *Media Specialist* could be very handy to the program if s/he knows Sign Language, is familiar with the structure of Sign Language, and knows something about teaching Sign Language. S/he would help tremendously in the language lab and in developing sequential videotapes and other materials to enhance the Sign Language learning experience.

2. Scientific Research on Sign Language or on Communication-Related Issues in Deafness

For the past 15 or so years, there have been quite a number of research projects concerning communication among and with deaf people. The University of California Center on Deafness with Dr. Schlesinger, Gallaudet's Demographic Studies Office and Linguistic Research Lab, Salk Institute for the Biological Sciences in San Diego with Dr. Bellugi, and New York University's Deafness Research and Training Center are on the growing list of research sites in this particular field.

This provides deaf people with different job opportunities if they are interested in science, analysis, and finding out objective information about deaf people's communication behaviors or systems. Right now there are a few deaf people finished with or studying for their doctoral degrees in Psychology, Linguistics, Anthropology, and others and some of them have a special interest in studying their language and culture as well as other languages and cultures. They may go on and set up more research institutes and provide other deaf people with jobs.

In that field of research, the kind of jobs both current and possible are:

Research Project Coordinator—is a person who should have a doctorate degree and experience in research. (S)he would be responsible for setting up priorities, for carrying out goals set in the sponsoring grant, for hiring re-

search assistants and consultants to help with the research. For example, if a researcher gets money to study more about non-manual behavior in ASL (e.g., facial expression), s/he has to buy or rent videotapes and other equipment and hire others to help with feedback or collecting information to help the research. S/he will have problems doing it completely without help.

Research Assistant (or Sign Language Consultant)—could be different things with different research projects. Some assistants are graduate students earning some money and learning on the job under the head researcher. Some probably will be native signers helping make some videotapes or pictures to make the research more accurate. Some will be people who watch videotapes of other signers and write down signs and other information they find. Visual research assistants are paid with salaries that are not excellent, but the pay is supplemented with the educational experience involved with such pioneering research.

Research Informant—is someone who is fluent in Sign Language, and who wants to earn some extra money by working a couple of hours from time to

time when needed. The Informant provides information about her language for the Researcher. S/he may answer questions about Sign Language for the Researcher; or s/he may sign sentences, paragraphs, or tell stories for the Researcher. Often, the Researcher will show the Informant a video-tape of

Signing, or will sign something to the Informant. The Informant will then tell the Researcher whether the Signing is or is not appropriate or natural.

This concludes our article for this month's issue. Tune in next month for more short descriptions of careers in Sign Language.

Department of Mathematics

Tenure track position at Assistant/Associate Professor level starting fall 1980 at the world's only liberal arts college for the deaf. Prefer a candidate with a Ph.D. in computer science, or a Ph.D. in Mathematics with extensive computer science concentration.

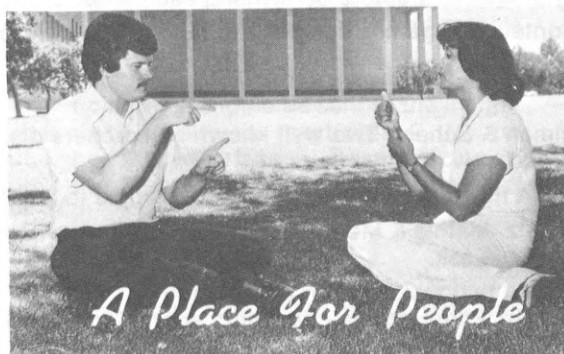
Professional experience should include all aspects of software design, operating systems and compilers, as well as incorporating computer science courses in a liberal arts education. Though the primary responsibility is for developing and revising a curriculum in computer mathematics the position involves teaching not only in computer mathematics, but also other courses, as such are in demand. Salary will be competitive based on qualifications and experience. Deadline for applications: March 1, 1980.

Because of its mission of serving deaf students, individuals who already possess sign language skills or who are deaf (hearing impaired) are encouraged to apply. Qualified individuals without these skills must be willing to attend an 8-week paid orientation program for training in sign language and fingerspelling.

Gallaudet College is an equal opportunity employer/educational institution. Programs and services offered by Gallaudet College receive substantial financial support from the Department of Health, Education and Welfare.

Send resume and letter of application to Department of Mathematics, Gallaudet College, Washington, D.C. 20002.

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ATTENTION

Bookstores, Schools, Libraries, Rehabilitation Counselors, Teachers, Parents of Deaf Children

The Publishing Division of the National Association of the Deaf has something for each of you. We carry a large number of books on sign language and deafness. All are in stock and ready for immediate delivery. Should you have a question on which book to choose, our experienced staff is ready to serve you.

Take a look at this sample listing of materials—

Schools, Libraries, Organizations, etc. . .

- A Basic Course in Manual Communication*—top selling sign language manual by T. J. O'Rourke. 6.95
American Sign Language: Lexical and Grammatical Notes with Translation Exercises, H. Hoemann. Discusses the principles and factors involved in teaching and learning American Sign Language. 4.95
Identity Crises in Deafness, Schowe. A deaf man discusses the inequality of treatment accorded to the deaf. 5.95
Sign Language Flash Cards, H. Hoemann. 500 cards to help build an extensive sign language vocabulary. 7.50

Rehabilitation Counselors

- Counseling with Deaf People*, Sussman & Stewart. Discusses major areas of concern facing counselors of deaf people. 4.50
Education and Rehabilitation of Deaf Persons with Other Disabilities, Schein. Discusses education and rehabilitation programs for the mentally retarded deaf-blind, and severely handicapped deaf people. 4.50
Deaf Evaluation and Adjustment Feasibility, Watson. Principles, procedures and techniques proven valuable in vocational rehabilitation of deaf persons are discussed. 6.50

Teachers

- Alphabet Posters. 23" × 25½" poster depicting the manual alphabet 2.65
21" × 25½" color poster featuring unique characters performing each letter of the manual alphabet. 2.50
Games and Activities, Royster. Contains 42 games designed to help the student become more fluent in sign language. 3.50

Parents of Deaf Children

- For Parents of Deaf Children*, Naiman & Schein. Two well known researchers discuss problems parents of deaf children will face and how to solve them. 6.95
Deaf Like Me, Spradley & Spradley. A first hand story of a family's struggle to break into their deaf child's world. 7.95
Deaf Children in Public Schools, Katz, Mathis & Merrill. Written in a question and answer format this book covers many of the things parents ask. 3.95
Will Love Be Enough?, Pahz. This is a fictional account of one mother's struggle to help her deaf child from becoming a stranger within the family. Although the characters are fictional, they are based on research findings which are described throughout the narrative. 2.00
They Grow in Silence, Mindel Vernon. The authors discuss problems the deaf child and their parents must face, including parents reaction to deafness, causes of deafness, etc. . . . 6.50

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Survey of Health Care

(continued from page 6)

Another suggestion respondents made was directed toward themselves. They recommend use of MEDIC ALERT or similar means of advising the hospital about their deafness. The idea deserves to be vigorously pursued in the deaf community.

Summary

A group of deaf leaders have indicated again the wide gap in communication they have experienced in health-care facilities. Their preference for communication by sign language has seldom been met. Their hope in the future is for

greater use of interpreters. They also would like to have TTYs available to call the hospital from outside or to call outside when in hospital. They also see the need to inform hospitals of their deafness.

Footnotes

1. Marcus Delk now heads Deaf Community Analysts, a subsidiary of National Association of the Deaf.
2. We wish to express our deep appreciation to the JM Foundation for its generous support of our efforts to improve health care for deaf people.
3. The definitions of hearing impairment used in this paper are taken from *The Deaf Population of the United States* (Silver Spring, Maryland.: National Association of the Deaf, 1974).
4. "TTY" is an abbreviation for a teletypewriter which can be coupled to a telephone and used to send messages to similar machines anywhere in the telephone system.



Harry Belsky's Scrapbook

An excerpt from Dr. Isaac L. Peet's pamphlet, "Psychical Status and Criminal Responsibility of the Totally Uneducated Deaf and Dumb," runs as follows:

Many deaf mutes, however, whether from their own meditations, or from misunderstanding the signs of their friends, have acquired childlike ideas respecting the causes of certain natural phenomena, as rain, thunder and the motions of heavenly bodies. Quite a number supposed that there were men in the sky who, at certain times, made themselves busy in pouring down water and firing guns.

The notions of deaf mutes on such matters are often amusing enough but, when not derived from a misconception of the signs of their friends, are evidently formed in a spirit of analogy. The more general belief seems, however, to have been no more to be wondered at than the abundance of earth and water below. Some suppose thunder and lightning to be the discharge of cannon in the sky, a notion the converse of that well known one of the savages who, when they first met in battle a European armed with a musket, believed they had encountered a god armed with thunder and lightning.

Similar to this was the notion of a girl who seems to have imagined that the plants which spring up annually in the field and woods, were like those in her mother's garden, planted and watered by "some women;" planted an infantile conception in which, however, may be traced the first germ of the old Greek notions respecting nymphs and dryads.

One lad, struck by the similarity between flour falling in a mill and snow falling from the clouds, concluded that snow was ground out of a mill in the

sky. Others supposed that the men with water in rivers or ponds dashed it about through holes in the heavenly vault.

It would be a very simple and easy rule of the law that the guilt or innocence of an uneducated deaf mute should be established, so as to amount to a strong probability, by testimony, entirely independent of himself, and that if he be guilty, he should be provided with a place of detention near some institution for the deaf and dumb and receive instruction daily from such teachers as could be detailed there from that. If innocent, he should be sent to the institution itself to participate in its benefits.—By Isaac L. Peet, principal of the New York Institution for the Deaf and Dumb, 1872.

* * *

Hood who could have Hood's purse, could have fancied the Mrs. F, who was so very deaf that she might have worn a percussion cap and been knocked on the head, without hearing it snap, and whose ear-trumpet was so wonderful that she heard from her husband at Botany Bay.—Why We Laugh, S. Cox.

* * *

FROM NECESSITY

He: Marguerite, I sha'n't play with you any longer, you are very high-toned.

She: Why, I have to be; my mother's deaf.

—Judge DMJ, 1896.

* * *

Hearing man: My hands are cold, Aren't yours?

Deaf mute: No, mine are warm because I have just been making signs.—The California News, 1914.

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Phone (415) 569-3848 or 635-6397

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FOR THE DEAF**
811 Wealthy Street, S.E., Grand Rapids,
Mich.

Rev. Roger Kent Jackson, pastor
Sunday: 10:00 & 11:00 a.m.-6:00 p.m.
Wed.: 7:00 p.m. Prayer & Bible Study
Deaf Missionary Outreaches of our Church:
Christian Captioned Films for the Deaf
Christian Literature for the Deaf
Christian Outreach for the Deaf

BETHLEHEM BAPTIST CHURCH
4601 West Ox Road, Fairfax, Va. 22030
Pastor: B. W. Sanders
703-631-1112
All services interpreted for the deaf.

When in Greater Atlanta, Visit
COLONIAL HILLS BAPTIST CHURCH
2130 Newnan Ave., East Point, Georgia
30344
All services signed for the deaf. Sunday services
11:00 a.m. and 7:00 p.m. Take Highway 166—Main
Street Exit. Phone 404-753-7025.

**FIRST BAPTIST CHURCH OF LAKEWOOD
DEAF CHAPEL**
5336 Arbor Rd., Long Beach, CA 90808
John P. Fattici, Pastor to the Deaf
Sunday 9:00 & 10:45 a.m.; Wednesday 7:00 p.m.
Pastor signs and speaks at the same time. Usually
the first Sunday of the month—Communion and
worship with the hearing and deaf at 10:45 a.m. at
the front of the big church.

THE FIRST BAPTIST CHURCH
217 Dill Ave., Frederick, Maryland
Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday School for deaf
11:00 a.m., Morning worship service
interpreted for the deaf
A cordial welcome is extended

Visiting The Sarasota, Fla. Area?

Welcome to . . .

SOUTHSIDE BAPTIST CHURCH
2035 Magnolia St.

(Off of the 3200 Block of South Hwy. 41)
Services Interpreted for the Deaf
Sundays at 11:00 A.M. & 7:30 P.M.

When in Indiana's capital . . .
Visit Central Indiana's largest Deaf Department at
INDIANAPOLIS BAPTIST TEMPLE
2635 South East St., Indianapolis, Ind.
Central Indiana's largest Sunday School, located
behind K-Mart on South 31
Deaf Chapel Hour 10:00 a.m.; Sunday eve 7:30 p.m.
services interpreted.

Dr. Greg Dixon, Pastor
Church office phone (317) 787-3231 (TTY)

When in St. Augustine, Florida, Welcome To
CALVARY BAPTIST CHURCH
110 Masters Drive, St. Augustine, Fla.
Interpreters for the deaf at the 11:00 a.m.
worship service
Rev. Carl Franklin, pastor

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C.
20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507

22ND STREET BAPTIST CHURCH
6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702
Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00 a.m.
and 7:00 p.m. All services interpreted for the deaf,
including all music.
Anyone traveling to or through Tucson will find a
cordial welcome.

FIRST BAPTIST CHURCH
14200 Golden West St., Westminster,
Calif. 92683
Sunday morning Bible study, 9:30 worship, 11:00.
Sunday night Christian life studies, 6:00; worship
service, 7:00.
Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

Worship and serve with us at
FIRST BAPTIST CHURCH
510 West Main Avenue
Knoxville, Tennessee 37902
Sunday: Sunday School 9:30 a.m.; Morning worship
11:00 a.m.; Training Union 6:00 p.m. Evening wor-
ship 7:00 p.m.
A Full Church Program for the Deaf

IMMANUEL BAPTIST CHURCH
16th and Hickory, Pine Bluff, Ark.
"In the heart of Pine Bluff for the hearts
of people!"
You are invited to worship with us at 9:45 in Sunday
School and 10:55 in Worship. Join us for lunch on
the second Sunday of each month—a special fellow-
ship for the deaf. Evening worship, 7:00; Wednesday
services, 7:00.

Mrs. Leroy Spillyards, Interpreter
Anton C. Uth, Pastor

When in the Nation's Capital . . .
Visit the fast growing Deaf Department of
FIRST BAPTIST CHURCH OF RIVERDALE
Maryland's largest Sunday School, 3 blocks west of
Baltimore-Washington Pkwy.
6200 Riverdale, Riverdale, Md.
Sunday School 9:45 a.m.; Deaf Chapel Hour, 11:00
a.m. All other services interpreted.
Dr. R. Herbert Fitzpatrick, Pastor
Church office phone 277-8850

COLUMBIA BAPTIST CHURCH
103 West Columbia Street
Falls Church, Virginia 22046
The Deaf Department invites you to attend Sunday
School at 9:45 a.m. Worship services at 11:00 a.m.
and 7:30 p.m. interpreted for the deaf.

TABERNACLE BAPTIST CHURCH
Derry Rd., Rte. 102, Hudson, N.H. 03051

Pastor: Arlo Elam
Interpreters: Frank and Carol Robertson
603-883-4850 TTY or voice
All services interpreted for deaf. Sunday: Bible
Study at 9:45 a.m.; worship at 11:00 a.m. and 6:00
p.m. Wednesday: Evening service 7:00 p.m.

Catholic

Roman Catholic
Immaculate Conception Parish
177 S. York Rd., Elmhurst, Ill. 60126
Contact: Deacon Jim Monahan,
TTY 815-727-6411

All welcome to signed Mass Service at 9:00 a.m., 2nd
and 4th Sundays, September through June.

**ST. FRANCIS OF ASSISI
CATHOLIC CHURCH AND CENTER
FOR THE DEAF**
Archdiocese of Washington, D.C.
7202 Buchanan Street, Landover Hills, Mary-
land 20784
Phone: Voice or TTY 301-459-7464 (or 65)
Mass every Sunday 11:30 a.m.
Fr. Jay Krouse, Director
Mrs. Jan Daly, Director of Rel. Ed.

NEW ORLEANS CATHOLIC DEAF CENTER
721 St. Ferdinand St., New Orleans, La.
70117
(504) 949-4413 24-Hour Answering Service
Office: Monday through Friday, 8:30 to 4:30
Movie: Friday 7:30 to midnight (Hall)
Mass Saturday, 7 p.m., at St. Gerard Parish for the
Hearing Impaired, followed by social.
Socials: Saturday, 8 p.m. to midnight (Hall)
Hall: 2824 Dauphine Street, Phone (504) 943-7888.
24-Hour Educational Service (504) 945-4121
24-Hour TTY News Service (504) 945-7020
Rev. Paul H. Desrosiers

CATHOLIC OFFICE OF THE DEAF
155 E. Superior, Chicago, IL 60611
Rev. Joseph A. Mulcrone, Director
312-751-8370 (Voice or TTY)

**INTERNATIONAL CATHOLIC DEAF
ASSOCIATION, CANADIAN SECTION**
National Pastoral Centre, Holy Name Church
71 Gough Ave., Toronto, Ontario,
M4K 3N9 Canada
Moderator, Rev. B. Dwyer
Mass each Sunday, 1:00 p.m.; religious
instruction each Saturday, 1:30 p.m.

ST. JOHN'S DEAF CENTER
8245 Fisher, Warren, Mich. 48089
TTY (313) 758-0710
Moderators: Rev. Gary Bueche
Sister Dolores Beere, MSHS
Mass every Sunday at noon

ST. BERNARD'S CHURCH
2500 W. Avenue 33, Los Angeles, CA 90065.
Masses are celebrated every Sunday at 11:00 a.m. in
the sign language. Socials immediately follow in the
hall.

ST. ANTHONY'S CHURCH
Maywood Way and "C" St., Oxnard, CA
93034.
Mass is celebrated each third Sunday of the month
at 2:30 p.m. in the sign language.

ST. BARNABAS' MISSION TO THE DEAF
at St. John's Church, Norwood Parish
6701 Wisconsin Ave., Chevy Chase, MD
20015
Services every Sunday, 10 a.m. For information,
write or call Barbara Stevens, 10317 Royal Rd.,
Silver Spring, MD 20903, TTY (home) 301-439-3856,
(office) 202-447-0560.

**MOTHER OF PERPETUAL HELP
CHURCH OF THE DEAF**

5215 Seward Street, Omaha, NB 68104

Moderator, Rev. James Vance, C.S.S.R.
Phone-TTY (402) 558-4214 (24 hr. answering) Mass
every Sunday at 10 a.m. Rolls and coffee after mass.
Dinner every 1st Sunday of month. Holy Days and
first Fridays, Mass, 7 p.m.

Church of Christ

**ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville,
Md. 20850**

Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

**HUBER HEIGHTS CHURCH OF CHRIST
4925 Fishburg Rd., Dayton, Ohio 45424**

Signed Bible Classes and Worship Services
Bible Classes-Sunday 9:30 a.m.; Wednesday 7:30
p.m.; Worship Services-Sunday 10:30 a.m. and 6:00
p.m.

FAITH CHURCH

A United Church of Christ
23W371 Armitage Ave., Glen Ellyn, Ill. 60137
Service at 10:30 each Sunday
Minister: Rev. Gerald W. Rees

When in Idaho, visit . . .

**TWIN FALLS CHURCH OF CHRIST
2002 Filler Avenue East, Twin Falls, Idaho**
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

**ECHO MEADOWS CHURCH OF CHRIST
2905 Starr Ave., Oregon, Ohio 43616**

Adjacent to Toledo on Eastside. Get off I-280 at Starr
Avenue exit—approx. 2 mi. straight east.
Bellamy H. Perkins, Deaf Minister
Three Hearing Interpreters
Funerals, weddings, counseling, Minister available
for services in your town. Deaf chapel separate from
hearing. Minister available to help you.
Visitors warmly welcome.

When in Rockford, Illinois, welcome to

**CALVARY CHURCH OF CHRIST
5455 Charles, St., Rockford, Ill. 61108**
A non-denominational Christian Church. Signed
Bible Studies Sunday, 9 a.m. Interpreted weekly
services, 10 a.m., 7 p.m.

ALL SAINT'S MISSION FOR THE DEAF

Cathedral of the Incarnation
36 Cathedral Ave., Garden City, N.Y. 11530
Communion service and fellowship, Cathedral Hall
Chapel, every 4th Sunday, 3 p.m. Interpreted morn-
ing services—Feast Days. July and August third
Sundays—Cathedral.

In Los Angeles area, worship at . . .

**MAYWOOD CHURCH OF CHRIST
5950 Heliotrope Circle
Maywood, California 90270**
Sunday class 9:30 a.m.; Worship service 10:30 a.m.,
6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Udenominational Christianity
Worship, 11:00; Evening Service, 7:00

When in Nashville area, welcome to . . .

**CENTRAL CHURCH OF CHRIST
145 Fifth Avenue, North, Nashville, TN,
37219**
Bible study, 9:45 a.m.; worship, 10:50 a.m. and 6
p.m. Wednesday Bible study, 7:30 p.m.
Frank Rushing, Deaf Minister
Office (615) 255-3807—Home (615) 361-0530,
Both TTY or Voice
"Promoting Christianity Among the Deaf"

**SOUTH ELEVENTH AND WILLIS
CHURCH OF CHRIST—DEAF
3325 S. 11th St., Abilene, TX 79605**

Sunday morning worship, 9:00 a.m. (signing and
oral); evening worship services interpreted, 6:00
p.m. Ministers: Ross Blasingame, Jerry Drennan;
interpreter training, Doug Svien; Dwight
Caughfield, director.

Episcopal

**CENTRAL PENNA. EPISCOPAL DEAF
MISSIONS**

St. Mary's Mission, 2nd at Broad Sts., Waynesboro,
PA. Services: 1st & 3rd Sundays 9:15 a.m.

All Saints Mission, Clearview Rd., at McCosh St.,
Hanover, PA. Services: 1st & 3rd Sundays 3:30 p.m.
St. John's Mission, 140 N. Beaver St., York, PA.
Services: 2nd & 4th Sundays 9:00 a.m.

Christ Church Mission, 4th & Mulberry Sts., Wil-
liamsport, PA. Services: 2nd & 4th Sundays 3:30
p.m.

The Rev. Robert H. Grindrod, Vicar
504 W. Hanover St.
Hanover, PA. 17331
717-632-0328 TTY (or Voice)

ST. JUDE'S MISSION OF THE DEAF

**St. Michael's Church
Killeen Park, Colonia, New York**
Each 2nd and 4th Sunday
2:00 p.m.

**ST. JAMES' CHURCH MISSION OF THE DEAF
833 W. Wisconsin Ave., Milwaukee, WI 53233**

(414) 271-1340 TTY & Voice
Signed/Interpreted Masses every Sunday and on
Holy Days as announced. Church School and Adult
Forum. Captioned Films and Sign Language
Classes. All Sacraments available in Total Com-
munication.

Wm. R. Newby, AHC

ST. AGNES' MISSION FOR THE DEAF

Each Sunday, 12 noon, at
St. Philip's Episcopal Church
**Dennison Ave. & West 33rd St.,
Cleveland, Ohio**
Vicar: The Rev. Jay L. Croft
482 Orlando Ave., Akron, Ohio 44320
TTY 216-0864-2865

**THE EPISCOPAL CONFERENCE OF THE
DEAF IN THE UNITED STATES**

Welcomes you to worship with us at any of our 75
churches across the nation.

For information or location of the church nearest
you, consult your telephone directory or write to:

**The Ven. Camille Desmarais, President
2201 Cedar Crest Drive
Birmingham, Alabama 35214**

or

**The Rev. Robert H. Grindrod, Secretary
504 West Hanover Street
Hanover, Pennsylvania 17331**

**ST. MARK'S EPISCOPAL
MISSION FOR THE DEAF**

Second Sunday each month, 7:00 p.m., at the Epis-
copal Church of Saint Mark the Evangelist.
**1750 East Oakland Park Boulevard
Fort Lauderdale, Florida 33334**

The Reverend Charles Folsom-Jones, Pastor
TTY 305-563-4508

When in Denver, welcome to

**ALL SOULS MISSION FOR THE DEAF—
ST. MARK'S EPISCOPAL
1160 Lincoln St., Denver, Colorado
Tel. 534-8678**

Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf
in the United States

**ST. ANN'S CHURCH FOR THE DEAF
Episcopal**

209 East 16th Street
Services 11:30 a.m. every Sunday
The Rev. Columba Gilliss, OSH
Mail Address: 209 East 16th St.
New York, N.Y. 10003
In care of St. George's Church

**ALL SOULS' CHURCH FOR THE DEAF
Philadelphia, Pa.**

The Rev. Roger Pickering, Vicar

When in historic Philadelphia, a warm welcome to
worship with us! Services every Sunday, 1:30 p.m.
St. Stephen's Church, 10th below Market, in Center
City, Philadelphia.

EPISCOPAL DEAF IN VIRGINIA

**St. Paul's Episcopal Church
Ninth and Grace Sts.
Richmond, Virginia 23219**

Services at 10:00 a.m. every Sunday. Voice and TTY
(804) 643-3589.

**St. Martin's Episcopal Church
1333 Jamestown Rd.
Williamsburg, Virginia 23185**

Special ministry for hearing-impaired visitors to
Colonial Williamsburg, Busch Gardens and nearby
vacation sites. 24-Hour voice and TTY (804) 253-
0797.

The Rev. David J. Tetrault, Vicar with the Deaf

When in Rochester, N.Y., welcome to

**EPHAPHATHA EPISCOPAL CHURCH
OF THE DEAF**

**St. Mark's & St. John's Episcopal Church
1245 Culver Road (South of Empire Blvd.)
Rochester, New York 14609**

Services 9 a.m. every Sunday
Contact: The Rev. Alvin Burnworth
Voice or TTY 315-247-1436

ST. BARNABAS' MISSION TO THE DEAF

St. John's Church-St. Mary's Chapel
6701 Wisconsin Ave., Chevy Chase, MD 20015
Services every Sunday, 10:00 a.m.
For information, contact Barbara Stevens,
TTY 301-439-3856

Lutheran

**HOLY THREE-IN-ONE
LUTHERAN CHURCH OF THE DEAF
4411 La Branch, Houston, TX 77004**

Worship every Sunday 10:45 a.m.; Sunday School
9:30 a.m.

Rev. Robert D. Case, Pastor
TTY: 526-6134 & 921-6456

In Seattle, visit us at

**OUR REDEEMER LUTHERAN CHURCH
FOR THE DEAF**

John St. & Dexter Ave., Seattle, WA
(Denny Park Annex) Worship at 11 a.m.
Rev. William A. Ludwig, TTY 524-2283
Mr. Richard French, 935-2920 & 622-6941

Welcome to . . .

**HOPE LUTHERAN CHURCH OF THE DEAF
4936 N.E. Skidmore, Portland, OR 97218**

Bible Class every Sunday, 9:30 a.m.; worship every
Sunday, 10:30 a.m. Hope is located two blocks south
of N.E. Prescott, between N.E. Fremont and N.E.
Prescott on 49th Ave. Church office 503-284-1014
voice or TTY. Rev. Shirrel Petzoldt, Pastor, 503-
256-9598, voice or TTY. Mr. Mark Schoepp, D.C.E.
503-236-8516, voice or TTY.

**OUR SAVIOR LUTHERAN CHURCH
OF THE DEAF**

Meeting in the Gloria Dei Chapel of the
Lutheran School for the Deaf
6861 E. Nevada, Detroit, Mich. 48234
Worship at 10:30 every Sunday
(9:00 a.m., June, July, August)
Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

When in Minneapolis, welcome to . . .

**BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF**

**2901 38th Avenue South
Minneapolis, Minnesota 55406**
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

We are happy to greet you at . . .

EMMANUEL LUTHERAN CHURCH
2822 E. Floradora, Fresno, Calif. 93703

S. S. Class for Deaf Children, 9:15 a.m.;
Every Sunday; Bible Class, 9:15 a.m.; Worship Service, 10:30 a.m. (interpreted).

Stanley Quebe, pastor; Clarence Eisberg, associate pastor, phone 209-485-5780.

Need help? Want to hear good news? Visit
ST. MARK LUTHERAN CHURCH
OF THE DEAF

421 W. 145 St., N.Y., N.Y. 10031
Sun. worship 2 p.m.—June-Aug. 1 p.m.
Bible Class and Sunday School 3:30 p.m.
Rev. Kenneth Schnepf, Jr., pastor
Home Phone (914) 375-0599

Visiting New York "Fun" City?
ST. MATTHEW LUTHERAN CHURCH
OF THE DEAF

41-01 75th St., Elmhurst (Queens), N.Y. 11373

11:00 a.m. Sunday Worship (10:00 a.m. June-July-August)
Rev. Frederick Anson, Pastor
212-335-8141 or 516-248-2357 Voice or TTY
1 block from IND-74th St./Roosevelt Ave.
and IRT-74th St. Subways

Welcome to . . .

HOPE LUTHERAN CHURCH OF THE DEAF
4936 N.E. Skidmore, Portland, OR. 97218

Worship every Sunday at 9:30 a.m.
One block south of Prescott on 47th
503-256-9598, Voice or TTY
Rev. Shirrel Petzoldt, Pastor

In Indianapolis it's . . .

PEACE LUTHERAN CHURCH FOR THE DEAF
4201 North College Avenue
Indianapolis, Indiana 46205

Worship with Us every Sunday at 10:30 A.M.
Total Communication Services.
Pastor Marlow J. Olson
TTY & Voice (317) 283-2623

Welcome to . . .

PILGRIM LUTHERAN CHURCH
OF THE DEAF

3801 Gillham Road, Kansas City, Mo. 64114
Worship every Sunday, 11:00 a.m.
Walter Uhlig, pastor, Phone 561-9030

You are welcome to worship at . . .

HOLY CROSS LUTHERAN CHURCH
FOR THE DEAF

101 N. Beaumont, St. Louis, Mo. 63103
Just west of Rodeway Inn, Jefferson Ave.
Worship every Sunday, 10:30 a.m.
TTY (314) 725-8349
Rev. Martin A. Hewitt, pastor

PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF

205 N. Otis, St. Paul, Minn.
Services every Sunday at 11:00 a.m.
Summer services every Sunday at 10:00 a.m.
Rev. Wm. Lange, pastor
TTY 644-2365, 644-9804
Home 724-4097

When in Central Texas, be sure to visit at . . .

JESUS LUTHERAN CHURCH FOR THE DEAF
1307 Newton Ave., Austin, TX 78704

Worship every Sunday at 10:30 a.m.; Sunday School during school year at 9:30 a.m.

Rev. Richard Reinap, Pastor
TTY and voice (512) 422-1715; home TTY and voice (512) 441-1636.

Just across the street from TSD.

ROGATE LUTHERAN CHURCH
OF THE DEAF

2447 East Bay Drive, Clearwater, Florida
(Between Belcher and Highway 19)

A church of the deaf, by the deaf, for the deaf. Our services are conducted in sign language by the pastors. Services 1st Sunday, 2:00 p.m.; 3rd Sunday, 7:00 p.m. TTY and Voice—531-2761.

Rev. Frank Wagenknecht, pastor; Rev. Gary Bomberger, associate

DEAF ZION LUTHERAN CHURCH
15000 N.W. 27th Ave., Miami, Florida 33504

Phones (with TTY): Ch. 688-0312 or 651-6720
or 621-8950

Every Sunday:

Bible Class 10:00 A.M.
Worship Service 11:00 A.M.

Ervin R. Oermann, pastor
Paul G. Consoer, lay minister

In North New Jersey meet friends at
ST. MATTHEW'S LUTHERAN
CHURCH FOR THE DEAF

510 Parker St. at Ballantine Pkwy.
Newark, N.J. 07104

(Bus No. 27 to B. Pkwy., 3 bl. West)
Sundays, 10 a.m.; Thursdays, 8 p.m.
Rev. C. Roland "G" Gerhold, pastor
Need help? Phone (201) 485-2260

ST. PAUL'S MISSION FOR THE DEAF
OF GREATER HARTFORD

679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fellowship
Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.

Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.

Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
Episcopal Missions for the Deaf of Conn.
23 Thomson Rd., West Hartford, Ct. 06107
TTY (and voice) (203) 561-1144

United Methodist

CAMERON UNITED METHODIST CHURCH
OF THE DEAF

1413 Sycamore, Cincinnati, Ohio 45210
Sunday Worship 11:00; Sunday Study 12:00

Rev. Tom Williams, minister
A place of worship and a place of service.
All are welcome.

FOREST PARK UNITED METHODIST
CHURCH

2100 Kentucky Ave., Fort Wayne, Ind. 46805
Sunday School, 9:30 a.m.; church service, 11:00 a.m.

Tuesday evenings, captioned movies
Pastor Edward Vaught
484-6696 (TTY and voice)

When in Metropolitan Washington, D.C.,
worship at

WASHINGTON UNITED METHODIST
CHURCH FOR THE DEAF

7001 New Hampshire Ave., Takoma Park, Md.
Worship Service in the Fireside Room
at 10:30 a.m.

Sunday School for hearing children
Captioned Movies every first Sunday
at 11:45 a.m.

Rev. LeRoy Schauer, pastor

Other Denominations

IMMANUEL CHURCH FOR THE DEAF

657 West 18th St., Los Angeles, Calif. 90015
Sunday school, 9:45 a.m.; Sunday morning worship,
11:00 a.m.; Bible Study, Tuesday, 7:30 p.m.

When in the Pacific paradise, visit
HAWAII CHURCH FOR THE DEAF
3144 Kaunaoa Street, Honolulu, Hawaii
96815

Sunday School 9:15 a.m.; Worship 10:30 a.m. Wed.
Bible Study and Fri. Fellowship 7:00 p.m. Children's
weekday religious education classes

Rev. David Schiewek, pastor
For information call 732-0120

When in Atlanta, Ga., welcome to
CRUSSELLE-FREEMAN CHURCH
OF THE DEAF

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310
Sunday School 9:45 a.m.—Worship 11:00 a.m. and
7:00 p.m.

Wednesday Bible study and prayer 7:00 p.m.
Rev. Wilber C. Huckleba, pastor
Free Captioned Movie, 7:00, third Friday

LRAD

LITTLE ROCK ASSOCIATION OF THE DEAF, INC.
9005 Lew Dr., Little Rock, Ark. 72209

TTY (501) 565-4374
7 p.m.-1 a.m., Fridays & Saturdays

DEAF MISSIONARY CHURCH
3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va. 23513

Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
WYAH-TV (each Sunday, 2:00 to 2:30 p.m.)
THE DEAF HEAR (Nationwide)
Bible Study and Prayer—Wednesday 7:30 p.m.

CHRIST'S CHURCH OF THE DEAF
(Non-Denominational)

Meets in First Christian Church building
each Sunday.

Scott and Mynster Streets
Council Bluffs, Iowa

Bible School, 9:30 a.m.; Worship, 10:30 a.m.
Duane King, Minister
Mailing address: R. R. 2, Council Bluffs,
Iowa 51501

RELIGIOUS EDUCATION OFFICE
430 N. Center St., Joliet, Ill. 69435

Contact: Deacon Jim Monahan,
TTY 815-727-6411
All in Joliet area welcome to signed Mass Service at
10:45 a.m., 3rd Sunday, September through June.

When in Allentown, Pa., welcome to
LEHIGH VALLEY CHURCH FOR THE DEAF
121 South 8th St., Allentown, Pa. 18101

Services held every fourth Sunday of the month except
July and August at 3:00 p.m.

An Interdenominational Deaf Church
Mrs. Grace A. Boyer, Director of Public
Relations

METROPOLITAN COMMUNITY CHURCH
OF LOS ANGELES

1050 S. Hill St., Los Angeles, Calif. 90015
Sunday worship services,
11:00 a.m. and 7:30 p.m., signed.

Interdenominational

SALEM DEAF FELLOWSHIP

Meets in THE CHAPEL rented from the First Free
Methodist Church, 4455 Silverton Road (enter off
45th).

Salem, Oregon 97303

Pastor William M. Erickson, Director
Voice/MCM (503) 581-1874

Sunday School 9:45 a.m.; worship 11:00 a.m. We are
a cooperative ministry for the deaf by the churches
of Salem. We welcome you to study, worship and
fellowship with us.

AMERICAN MISSIONS TO THE DEAF, INC.

Rev. C. Ray Roush, Chairman
P.O. Box 424, State Line, Pa. 17263
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61107

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Established 1916

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Thurs., Fri., Sat., Sun., holidays

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33162

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Alvin Klugman, President

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August 17-24

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The DEAF AMERICAN is printed by the offset process. Advertisements
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Send orders to The Editor, THE DEAF AMERICAN, 6374 Kingswood Dr.,
Indianapolis, Indiana 46256.



A Century of Deaf Awareness
NAD Centennial Convention
Cincinnati, Ohio
June 29-July 5, 1980



SEND IN YOUR REGISTRATION NOW AND \$AVE!

REGISTRATION

NAME: _____ Local Hotel: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

MEMBERSHIP (Check one)

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| <input type="checkbox"/> NAD
(\$15 Individual)
(\$25 Family)
____ Advancing
____ Regular | <input type="checkbox"/> IAPD
(\$10 Individual)
(\$15 Family) | <input type="checkbox"/> ADARA
(\$25 Individual) | <input type="checkbox"/> JR. NAD ¹
(\$3.00) | <input type="checkbox"/> OTHER
____ Non-member
____ Elementary
or Secondary
student |
|--|---|---|---|---|

If you are not a member of any of the above organizations, you can join by paying the amount under each group.
Your check (✓) indicates your choice (Can join more than one) \$ _____

Event/Item	Price List	(✓)
Program Book	\$ 10.00	_____
Registration Fee ¹		
Member	10.00	_____
Student 5.00	_____	_____
Non-member 25.00	_____	_____
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Total Individual Cost	\$155.00	_____
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²PLUS 10% off the Combo price IF purchased BEFORE JANUARY 1, 1980

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(Send in entire form with check)

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Send to branch office.